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ABSTRACT

The Senior Adult Education Program (SAEP) for Monroe County, Michigan, conducted a documentation and analysis of the program component that provides high school completion classes in two local nursing homes. Three general research questions were (1) benefits to nursing home residents from the programs, (2) design of classes in nursing homes comparable to traditional high school programs, and (3) demonstration of validity of screening and assessment instruments. One task force developed a screening instrument to evaluate prospective students, adapted the San Diego Quick Assessment Test, and developed the Individualized Learning Plan to effectively chart students' progress. Another task force identified differences between SAEP and the local high school program and integrated that knowledge into training materials for traditional high school teachers to help them become competent educators of institutionalized older adults. Inservice sessions and a statewide workshop were then held. Analysis included interim evaluation techniques and pre- and post-measurements. Results indicated that students benefited by receiving the cognitive and therapeutic effects of education. Instructors benefited by public adult education moving closer to development of replicable standards. This 58-page report narrative concludes with 19 specific recommendations. Appendixes provide a detailed collection of the documentation process and final products (instruments, forms, training manual). (YLB)

ED206806

DESIGNING AND VALIDATING PROCEDURES FOR INSURING QUALITY ADULT EDUCATION IN NURSING HOMES AND CONVALESCENT CENTERS

Toward A Theory of Practice For Insuring Quality Education in Nursing Homes: A Section 310 Final Report

(May 15, 1980-June 12, 1981)

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Designing and Validating Procedures for Insuring Quality Adult Education in Nursing Homes and Convalescent Centers

PROJECT NUMBER

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ABSTRACT

Education, as a facilitator of well-being, has become a need for many of today's elderly. The Senior Adult Education Program(SAEP) is addressing this need through high school completion and continuing education opportunities that it provides to older adults in Monroe County, MI. One component of the SAEP has taught classes in nursing homes and convalescent centers for three years and as a result has become increasingly aware of the debilitating effects of institutionalization.

This report is the summation of a one year documentation effort conducted by the SAEP of their nursing home component to validate the process in operation. The project proceeded by analyzing the process and the impact of the program by means of asking three general research questions which were addressed by task forces from the staff of the SAEP and by an independent validation study. Analysis included interim evaluation techniques as well as traditional pre- and post-measurements. Input, process, and output variables were identified and categorized to facilitate the study.

Results indicate that a beneficial change occurred due to the intervention reported. Students benefited by receiving the cognitive and therapeutic effects of education. The instructors and the profession benefited in a multiple of ways not the least of which was that public adult education moved closer to the development of replicable standards.

The report concludes that the value of quality education intervention by prepared professional instructors in a nursing home is high for the student and the instructor. Also, that much is to be gained by a

continual dialogue between individuals and agencies who together work to improve well-being of the older individual. Nineteen specific recommendations are included. Appendices provide a detailed collection of the documentation process and the final products.

The material contained in the report is intended to be useful to educators and other community service providers throughout the country.

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ACKNOWLEDGEMENTS

Innovative educational programming for older learners is the challenge that the staff of the Monroe County Consortium, Senior Adult Education Program accepted five years ago. I am proud to present here a partial documentation of this pioneering effort.

Many educators do not have time for innovation. Those who do, rarely have time for documentation, for this reason we are grateful to the Michigan State Department of Education and the U.S. Department of Education for their willingness to support a documentation effort. We are also grateful to the Bedford Public Schools' Board of Education for their commitment to adult education in the face of turmoil in the traditional K-12 program.

We are especially grateful to the elders of Monroe County for their personal flexibility and their desire to continue to learn. They are truly worthy of respect and praise. They are the heroes of this epic.

Finally, we owe a debt to the decentralized American education system. It is because of the freedom inherent in this system that we, as classroom instructors, have been able to experiment and grow. We have become confident, self-reliant and professional. We accepted the responsibility of walking into a classroom, closing the door and coming face to face with learners that we were not trained to teach. Nevertheless, or perhaps because of this challenge, we have succeeded in creating a program that delivers quality education to its students and instructors.

June 12,1981 Bill McDermott

FOREWORD

The publication of this final report marks the official conclusion of an extraordinary learning experience for a group of *pioneering professionals* -- *pioneering*, because they have paused in the practice of their art to expand and advance it; *professionals*, because they believe sufficiently in what they do to call themselves into question.

Insuring Quality Education in Nursing Homes and Convalescent Centers was originally proposed to the Section 310 Grants Program for two reasons:

1. We had surveyed our teachers as to their successes, frustrations, and recommendations and found an interesting paradox. Even those who were most commited to their work with the institutionalized elderly occasionally expressed feelings of ambivalence. Generally stated, these feelings arose, on the one hand, out of a sense of responsibility to their prior training and experience -- they *knew* what they were *supposed* to be doing as adult educators. On the other hand, their sensitivity to their day-to-day experience and their growing empathy for their students kept pushing them to question the relevance of their training and to experiment with approaches that communicated. They were getting results, but were unsure as to whether their results fit into the larger *high school education* model.
2. At the same time we found ourselves increasingly involved in a state-wide controversy/dialogue with people at every level of the education network. The talk centered around whether it was appropriate for public adult education programs to even attempt to serve this clientele. The arguments against the effort tended to center around assumptions about the "vocational training" nature of a high school education and about the ability of institutionalized older people to learn.

The proposal, then, was intended to address both the "whether-or-not" and "how-to" issues that our work had thrust upon us.

This report looks back over the year's work by way of summary. I look back as the author of the grant and as the administrator of it. In my former role I felt a certain emotional attachment to the project, but in my latter role I operated, for the most part, at one remove from the actual implementation and, thereby, gained more objectivity as the original proposal was transformed by the staff. From the beginning, it seems to me, the grant was blessed by serendipity. When Bill McDermott agreed to become the project director, we acquired a leader whose education, experience, and personal vision provided us with the direction and attitudes we needed. A grant proposal, after all, is nothing more than educated speculation. One perceives a problem and promises to do something about it in some way. Bill's prior experience in alternative education had made him an uncompromising iconoclast. His knowledge of educational gerontology grounded us in solid theory. Most importantly, his faith in our students and in his staff gave us the confidence to break with traditional thinking. More than once I heard him say, "Trust yourself." He never imposed his will; he fostered growth. This report reflects that growth, even if it does not capture it. That's because growth is a process, Bill would say, which is always stepping into the future, just out of reach.

I am delighted with what our "IQE Staff" has accomplished. They have broken new ground for adult education professionals and they have challenged us to follow them into the future.

John A. Murray
Director
Senior Adult Education Program
for Monroe County

SECTION I

INTRODUCTION

Education, as a facilitator of well-being, has become a *need* for many of today's elderly, whose sense of well-being is adversly affected by such modern realities as:

1. the rate of change,
2. the growth of specialization,
3. changed human relationships,
4. enlargement of choices,
5. technology.

Despite all of the hardships that these realities create and the adjustments that they require, well-being can be positively affected through involvement with the process of education.

The Senior Adult Education Program (SAEP) for Monroe County* is addressing this need through high school completion and continuing education opportunities that it provides to older adults. A year ago the SAEP began a one-year documentation and analysis of the component in their program that serves two local nursing homes. The study addressed three broad issues: educational gerontology, institutionalization, and professional dissemination.

EDUCATIONAL GERONTOLOGY

Educational gerontology is not a separate field of study or practice. It is an area of *specialization* within the generalized field of education. It is like many others--bi-lingual education, special education, pre-school education, adult basic education, etc.,--that have appeared of late within and throughout the field.

*Bedford Public Schools, Temperance, MI: Administers SAEP

Specifically, educational gerontology, for purposes of this project, refers to the application of gerontological knowledge to the practice of educating older adult students. This combining of knowledge to practice is intended to:

1. assist the professional preparation of competent educators of older adults,
2. to allow the older adult to most benefit from a formal classroom experience.

The need to develop this specialized area is precipitated by the growth of adult education programming by many local school districts. This growth has caused the realization that an adult student needs as much a life-stage related approach to his/her education as does a child for whom the traditional elementary and secondary systems and teacher training programs have been designed. Further, if the adult requires a life-stage related approach, as does the child, then developmental psychology tells us that, so does the older adult, since the elder student has his/her own individual life stage with its subsequent chronological, social-personal, pyschological, and cognitive characteristics.

The growth in older adult education programs has exposed the dearth of adequately prepared instructors and administrators who are capable of practicing quality education with older students. The demand for these professionals is greater than the current supply.

Dorothy Coons, PH.D., Director of Continuing Education, Institute of Gerontology, University of Michigan describes the situation:

> The issue of in-service training for teachers is a crucial one. It is the teaching staff who set the tone of any educational program by both assisting in the development of curricula and by presenting it appropriately to the elderly student. This requires a sensitivity to the needs of the elderly, knowledge about the aging process, and transalation of this knowledge into teaching skills. A model of such teacher training would be extremely valuable, and to our knowledge, no such model now exists.[1]

Presently there exists no standards for the certification of a teacher who works with older learners. State regulations require "secondary certification." And yet, for many of those currently practicing education with older adults, due to the lack of classroom materials, the part-time nature of their positions, the need to "carry your classroom in the trunk of your car", the lack of background in such practical considerations as to how best evaluate an older student, their jobs require *more* preparation, *more* creativity and *more* dedication than most traditional positions for which there exists training programs.

Dr. H.Y. McClusky outlines the facts clearly:

> In the first place, both research and a growing body of tested field experience indicate clearly that the primary ability to learn *does not* necessarily decline with age. As Professors Baltes (Penn State University) and Schaie (University of Southern California) state in a recent article entitled the "Myth of the Twilight Years," the I.Q. does not slide downhill, but in some dimensions increases with age.
>
> In the second place, this fact applies as much to residents in nursing homes and convalescent centers as it does to older persons who are relatively well and able to enjoy independent living.

> In the third place, to be realistic however, there is often a discrepancy between an older person's primary ability to learn and his/her performance as a learner.
>
> But in the fourth place, this discrepancy can be overcome. The older person can be reintroduced to learning and may advance in his learning performance by the use of content and instructional procedures adapted to his needs and living situation, in so doing achieve quality education.[2]

INSTITUTIONALIZATION

For the last three years the SAEP has taught classes in nursing homes and convalescent centers and has become increasingly aware of the debilitating effects of institutionalization upon the older adult, mostly from the perspective of his/her ability to "perform" as student, but also with regard for the overall growth and development of the individual person.

Lieberman[3] suggests that institutionalized elderly share the following characteristics: poor adjustments, depression and unhappiness; intellectual ineffectiveness because of increased rigidity and low energy; negative self-image, feelings of personal insignificance and impotence; and a view of self as old. They tend to be docile and submissive, to show a low range of interests and activities and to live in the past. They are withdrawn and unresponsive in relationship to others.

Butler[4] presents a profile of the institutionalized elderly similar to Lieberman's.

> Seventy percent are women simply because they live longer than men. Fifty percent of nursing-home residents either have no living

> relatives or have no direct relationship with even a distant relative. The average age of residents is seventy-eight. Ninety-six percent are white, a consequence of the shorter life expectancies and greater admission difficulties of minority groups. Sixty to eighty percent are poor--though they may not have been poor when they entered old age--and have been on public assistance or the Federalized Supplemental Security Income (SSI) program. Some 85 percent of persons who enter nursing homes die there, and the average length of stay is 1.1 years. One-third of all those who are admitted die within the first year; another third live up to three years in the institutions. The remaining third survive beyond three years. The vast majority of nursing-home patients have more than one physical ailment. About 16 percent have serious hearing defects and a similar percentage suffer serious visual handicaps. (p. 276)

In August of 1980 the Michigan Department of Mental Health issued a memo on the subject. "The Development of Community Mental Health-Nursing Home Consultation & Service Agreements." The directive states in part:

> The elderly are dramatically underserved by the community mental health system. While representing only five percent of the elderly, nursing home residents display behavioral and emotional problems of untenable proportions. Estimates of the incidence of mental health problems among this population consistently approach fifty percent. Prior to the adoption of the current Mental Health Code, two-thirds of this at need population met the admissions criteria for state hospitals. This fact, combined with the de-institutionalization of older people from state hospitals into nursing homes, has created the situation where there are now more mentally ill older people in nursing homes in Michigan than in state hospitals. Although legally residents of CMH catchment areas and eligible for services, few CMH boards have identified older adults in nursing homes as a target population. The legislature has now recognized the role of community mental health boards in nursing homes with the requirements for consultation and service agreements.[5]

A study, reported in The Last Home for the Aged,[6] was conducted which compared four phases in the process of becoming institutionalized, in order to determine the effects of institutionalization.

The phases were:

> 1. A period when one is very old and living in the community, which, for some, is a "pre-decision" period that antedates a decision to seek institutional care.
>
> 2. An anticipatory institutionalization period while awaiting admission to the institution, after having decided to seek institutional care.
>
> 3. An initial adjustment period lasting two months after entering the institution that follows the acute dis-equilibrium of the first month or so.
>
> 4. An adaptation period through the first year after admission. (p. 209)

The findings indicate:

> . . . changes in psychological functioning from the "predecision" period to the period while awaiting admission were dramatically similar to those generally cited as induced by the harmful qualities of institutional life itself.
>
> The portrait 2 months after entering and living in the institution environment is, with only minor exceptions, like that before admission and, thus, is best explained as induced by the waiting-list period rather than by the entrance period.
>
> By the end of the first year after entering the institution, some residents show no serious adverse changes, while others have either markedly deteriorated or died. Of the eighty-five respondents who entered the institution, forty-four suffered these extreme outcomes.

6.

> Since those who manifest severe outcomes by the end of the first year also show more extreme emotional and physical changes after the first 2 months, environmental discontinuity may have adverse effects. For those with more favorable out-comes after a year, the reactions two months after admission were usually less severe-they improved in life satisfaction and exhibited lessened anxiety, but they, too, were affected by the change to institutional life: hope decreased, although less so than for the more vulnerable; body pre-occupation increased; and they perceived themselves as less capable of self-care and as more hostile in interaction with others. From the initial period through the end of the first year, those who showed no marked negative effects nevertheless showed diminished feelings of well-being and a further heightened perception of themselves as hostile in inter-action with others.
> (p. 214-216)

Based upon the characteristics of the institutionalized elderly and their three years of teaching experience the SAEP identified two educational needs:

1. the life-changes that most institutionalized elderly are experiencing can be positively affected by an educational intervention,
2. instructors of institutionalized elderly need training in these life-changes to enable them to present classes in an appropriate manner.

Dr. Coons supports this point of view:

> Research results from our projects, over a ten year period, in institutional settings showed time and time again, that many elderly persons, given the opportunity, not only welcomed a variety of education programs, but benefited from them, both mentally and physically. Our visiting and observing classes for elderly persons in a number of nursing homes in this area strongly reinforces this belief.[7]

DISSEMINATION

As the SAEP developed its nursing home component over three years, they became aware that there existed little continuing education materials, or classroom materials or professional standards to support their efforts. They also learned, however, that there did exist similiar educational programs scattered through-out Michigan. Generally, these similarities centered around the characteristics of the student-body and the continuing education needs of the teachers and planners.

In addition, through graduate study, SAEP staff became aware that there did exist a solid body of theory which was directly applicable to their practice. They reasoned that if these theories were combined with the spontaneous practice that they had developed; and, that if this "combining" was conducted in such a manner that it was accessible and applicable to other practitioners in similiar programs, then a sharing process would be initiated with the potential to become an effective network for dissemination of continuous education materials, classroom materials and professional standards. Dr. Coons agreed with this assessment:

> The dissemination of curriculum development and teacher training to others would afford the means to develop such programs and upgrade already existing ones. Our contact with educators from school systems around the country strongly indicates the timeliness of your proposed project and its potential for upgrading the quality of life in treatment settings for the elderly.[8]

GENERAL ORIENTATION

THE SENIOR ADULT EDUCATION PROGRAM

Bedford Public Schools, Temperance, Michigan has administered the Senior Adult Education Program for five years. The program offers high school completion classes and continuing education opportunities to adults over 55 years of age throughout Monroe County, Michigan. Classes are conducted in 5 Senior Citizen Centers, 4 Senior housing complexes and 4 nursing homes and convalescent centers from September to June. The following table shows the number of individuals earning their high school diploma from the SAEP over the past five years:

YEAR	NUMBER OF GRADUATES
1977	3
1978	8
1979	13
1980	20
1981	19

CLASSES IN NURSING HOMES

Two years ago (May, 1979) an initial assessment of the nursing home component was conducted by the SAEP Staff. The following list summarizes their findings:

I. Successes

  A. Mental, physical and therapeutic effects of classes on students

    1. Mental and physical stimulation
    2. Increased personal motivation
    3. Provides opportunity for self-expression
    4. Increases self-confidence
    5. Increases enthusiasm for life
    6. Encourages sense of self-worth
    7. Provides opportunity for exercising freedom of choice
    8. Provides goals to strive toward
    9. Focuses attention away from problem-oriented self

10. Enables students to better cope with the demands of institutional living
11. Encourages pride in accomplishments
12. Encourages an increased awareness of self and surroundings
13. Students become more alert and active
14. Aids in adjustment to new environment
15. Provides opportunity for personal fulfillment
16. Increases coordination, strength, muscle-tone

B. Educational value of classes for students

1. Students display eagerness and an interest in up-coming schedules and plans
2. Reactivates inactive minds
3. Students feel free to contribute thoughts and feelings to class, even if physically handicapped
4. Stimulates an interest in the community
5. Students feel more a part of the community through such things as discussions of issues before the voters
6. Provides an opportunity to learn new things
7. Provides an opportunity to earn a high school diploma
8. Students gain a new outlook on schools and education
9. Encourages a sense of accomplishment (e.g., Le Journal)*
10. Helps students to understand what is happening now
11. Emphasizes abilities, not disabilities (use good arm, good leg, etc.)
12. Encourages active involvement
13. Serves to draw people out of themselves
14. Encourages new expectations--many now come to class on their own, are ready and waiting for teacher, look forward to class starting
15. Helps people to remember things from their past
16. Encourages independence
17. Provides opportunities to perform and teaches and improves these skills (e.g., Music Class)
18. Improves motor, social, and subjective skills
19. Teaches people to think for themselves, make choices
20. Provides "reality therapy"
21. Encourages involvement in operation of facility (e.g., Patient's Bill of Rights, advisory councils)

* A periodic publication written by students of SAEP

22. Encourages a move from an emphasis on entertainment-type activities to more purposeful behaviors that build self-esteem
23. Teaches skills that students can use privately
24. Encourages a more creative, imaginative view
25. Teaches an appreciation for verbal and written self-expression
26. Provides an atmosphere that allows visiting staff members to view residents in a new, more positive light
27. Provides an opportunity for therapists to work with teachers and students in a new way
28. Encourages students to bring their own work to class
29. Generates out-of-class discussions that often results in suggestions to the teacher
30. Creates a situation where people of different ages with different disabilities can mix, cooperate, and collaborate successfully toward a common goal (e.g., short story written by students in Le Journal)

C. Quality of life considerations for students attending classes

1. Promotes a sharing of experiences with teachers and other students
2. Creates a social atmosphere that fosters love and friendship
3. Provides contact with people from outside world
4. Provides opportunity for people to become aware of others' needs and uniqueness
5. Provides opportunity to help others (e.g., arranging chairs, getting coffee, etc.)
6. Family of residents often ask that their relatives be encouraged to join classes

II. FRUSTRATIONS

A. Teachers need more information on individual students
B. Teachers often experience conflict with other activities (cards, parties, other groups)
C. Teachers feel a need to "cover up" what they are doing socially for their students
D. Isolation, when it is used as punishment for residents, is harmful to classes

E. Classes are distracted by public address systems in facilities

F. Teachers resent having to justify what they are doing in the nursing homes (special education was cited as an example of a similar kind of work that everyone supports)

G. Teachers are frustrated by the "get-a-job" orientation of high school completion programs

III. RECOMMENDATIONS

A. Increase cooperation with staff at facilities (e.g., getting residents ready for class)

B. Increase staff in craft classes (majority of students need more individual attention)

C. Improve screening methods used before placing students in classes

D. Orient classes around themes

E. Arrange more frequent meetings with teachers, aides, and activity directors.

F. Replace letter grades with more individualized written comments

G. Limit class size to 10 or less or increase aides to two or more

H. Tag diabetics

I. Arrange for access to filed information such as medical diagnosis, educational background, handicaps and/or sensory losses.

One year ago (1979) a list of Observed Changes was compiled by the program staff. The list, as follows, intended to catalogue changes that the program staff could observe, in the nursing home environment since they first began their classes in 1977:

OBSERVED CHANGES

1977 - 1980

1. There is an increased interest amongst students in obtaining a high school diploma.
2. There is increased interest in learning new things. Students have sent requests to our program suggesting possible new classes.
3. There is more interest on the part of the nursing home staff in what we are doing.
4. The students appear to be more interested in life. They have a reason to get up, a purpose to be.
5. Students are more aware of things going on in the world outside the nursing home microcosm.
6. Self-images of the students have definitely improved. They have discovered they are still interesting people, they can be creative, their opinions are still valuable, they are able to compete, to achieve and to experience new things.

7. Students have gained confidence.
8. There is an improved sense of security. They are still a part of society and not ignored by the more able doers in the outside world.
9. There is improved mental and physical dexterity.
10. The attention span, tolerance level and listening abilities have all increased.
11. There is more interest taken in personal appearance since the classes provide a social setting where residents come together.
12. Communication skills have improved due to the need to organize thoughts to be expressed verbally or on paper.

The study conducted this year (with funds from Section 310) by the SAEP of the nursing home component is based upon the following data:

DATA FROM THE

NURSING HOME STUDY, 1980-81

1.	Students returning from the 1979-80 school year	39
2.	New students for the 1980-81 school year	32
3.	Total	71
4.	Students at Site I	29
5.	Students at Site II	42
6.	Average number of classes each student attends	4.2
7.	Total Student/Teacher relationships	300
8.	Educational Level of Students	
	grade 0-5	16
	6-9	16
	10-12	6
	Graduate	15

COURSE OFFERINGS

	Site I	Site II	Elective	Academic	Division	No. of Students	Day	Morning	Afternoon	Evening
Bible	x			x	Hum.	13	M		x	
Movies	x			x	Hum.	7	MW			x
American History	x			x	Science	19	T			x
Fun with Fitness	x		x		Phys.Ed.	25	Th		x	
Music	x		x		Hum.	13	Th			x
Art	x		x		Fine Art	12	F		x	
Health & Fitness		x	x		Phys.Ed.	20	M		x	
American History		x		x	Science	25	M			x
Creative Writing		x		x	Hum.	17	T	x		
Math		x		x	Science	20	T			x
American Govern.		x		x	Science	22	W		x	
Music		x	x		Hum.	23	W			x
Yesterday, Today, and Tomorrow		x		x	Science	26	Th			x
Art		x	x		Fine Art	21	F	x		
Bible		x		x	Hum.	18	F		x	
TOTAL						300				
15 Separate Class	6	9	6	9	*	Ave. 20		2	6	7

*Divisional Totals - Humanities 6
Social Science 5
Fine Arts 2
Physical Ed. 2

PERSONNEL

There are two categories of personnel involved in this study:

1. the professional,
2. the student.

The study was designed to have impact upon both categories of involved individuals.

The first group , professional personnel, is hierarchical in nature, but in operation it is quite decentralized.

PROFESSIONAL PERSONNEL INVOLVED IN 310 STUDY

AGENT	FUNCTION	RESPONSIBILITY
Michigan State Dept. of Education Adult & Extended Learning Services-Mae Mittag Consultant P.O. Box 30008 Lansing, MI 48909	Funding Source	Regulatory
Bedford Public School Adult & Community Ed. Jerry Wing, Director 8486 Douglas Rd. Temperance, MI 48182	Administrative Agent	Fiscal Accountability
Monroe County Consortium of Adult Education Wayne Langshied, Director 8285 Jackman Temperance, MI 48182	Liaison	Advisory
Senior Adult Education Program John Murray, Director 502 W. Elm Monroe, MI 48161	Sponsor	Supervisory
Insuring Quality Education in Nursing Homes Bill McDermott, Director 502 W. Elm Monroe, MI 48161	Project Staff	Operationalize Study

The 310 project staff was recruited from the SAEP and consisted of ten individuals working a varying number of part-time hours on the project. Both teachers and administrators were represented, as were the four disciplines reflected in the program curriculum. The average age was 33 years. There were six women and four men. Nine were certified instructors while the tenth staff member was a licensed registered nurse. Most held master's degrees in their field, and together they represented over 25 years of teaching experience with older learners.

The second group of involved personnel, the student, is typically female, white, 74 years old with a 7th grade education. She is enrolled in four classes per week which means she has at least 11 hours of teacher contact time. She has slight but noticeable hearing and sight loss and experiences limited mobility due to a minor stroke. Three specific profiles, compiled by the nursing home supervisor follow:

1. Birth date: 10-2-35
   Education level: 3rd grade
   For credit
   10/79 - Physical therapy evaluation: poor muscle control, shaky, needs encouragement, demands a lot of attention, push her to complete her project and then to help others.

   Muscle disorder - Alert and orientated, mood swings

   12/79 - Observation in craft class: alert and orientated, stayed with the project through completion, inspected and corrected work.

   2/80 - Job breakdown for craft class: category 3 - has some use of hands for activities involving gross motor skills, can follow directions and complete several parts of a project.

2. Birth date: 8-9-93
Education level: none
For credit
10/79 - Alert, orientated:
good muscle control,
comes to class by self,
likes to help others complete
their work.

11/79 - Observation in craft class:
snowflake pattern,
good motor skills, grasped
concept of project.

11/79 - Observation in American Government
class: contributed to discussion
from her personal history, invited
her visitors to join her in class.

6/80 - Received award certificate for
completion of classes for 1979-1980.

3. Birth date: 2-1-14
Education level: 7th grade
For credit
10/79 - Physical therapy evaluation:
poor gross motor skills,
use of only one hand, poor
vision - has glasses.

Has had a stroke - slurred speech
paralysis of right side of body,
alert and orientated.

2/80 - Job breakdown for craft class
category 4 - very limited use of
hands, can follow directions and
direct other students.

6/80 - Received award certificate for
completion of classes for 1979-1980.

Other characteristics of the institutionalized elderly have been described in Section I.

EDUCATIONAL APPROACH

The SAEP has been forced to critically examine a variety of approaches to the conceptualization and the delivery of education. This process of examination, necessitated by the lack of relevant continuing education materials, classroom materials and professional standards, has resulted in the establishment of a basic philosophical foundation: the *value* of education is in the *process* of going through the experience, not in the *product* that results; unless one considers the product to be personal-growth and increased well-being.

The search for an appropriate approach has also let to the establishment of another program goal: to establish a *theory of practice* which can insure quality education, i.e., a theory of practice which can be duplicated and adjusted as need be, but that always maintains basic elements which insure successful learning. The development of a theory of practice is based upon the combination of appropriate theory with usable methods of practice. Appropriate theory is found in *No Limits to Learning* (1975) which Roger Boshier called one of the three most important books on the subject of lifelong learning.* The authors call their approach, "Innovative Education," of which there are two key concepts - - Anticipation and Participation:

ANTICIPATORY LEARNING: ENCOURAGING SOLIDARITY IN TIME

> Anticipation is the capacity to face new, possibly unprecedented, situations; it is the acid test for innovative learning processes. Anticipation is the ability to deal with the future, to foresee coming events as well as to evaluate the medium-term and long-range consequences of current decisions and actions. It requires not only learning from experience but also "experiencing" vicarious or envisioned situations. An especially important feature of anticipation is the capacity to account for unintended side effects, as some people call them.
>
> Furthermore, anticipation is not limited simply to encouraging desirable trends and averting potentially catastrophic ones: it is also the "inventing" or creating of new

---

*The other two are the *1919 Report*, in R.D. Waller. *A Design for Democracy*. N. Y., Association Press, 1956, and *Learning To Be*, Edgar Faure, et. al, N. Y., UNESCO, 1972.

> alternatives where none existed before. That is, anticipation economizes the valuable but time consuming process of undergoing experience; it helps to ward off traumatic and costly lessons by shock. At the same time, it makes possible increasingly substantial and conscious influence over the course of the future. (p.25)

PARTICIPATORY LEARNING: CREATING SOLIDARITY IN SPACE

> Whereas anticipation encourages solidarity in time, participation creates solidarity in space. Anticipation is temporal while participation is geographic or spatial. Where anticipation is a mental activity, participation is a social one. There are many reasons why anticipation must be complemented by an additional feature, and why participation should be that complementary feature. On the one hand, it is no longer feasible to hand down decisions or ready-made solutions from above. On the other hand, there is a need for the social interaction inherent in participation, both to reconcile differing anticipations as well as to develop the harmony or consensus essential to implementing a chosen course of action. There is a near-universal demand for increased participation at all levels. (p.29)
>
> The term participation is not new. Few words convey so powerfully the idea of the individual's aspiration to be a partner in decision-making, of the unwillingness to accept unduly limited roles, and of the desire to live life more fully. Few terms suggest so forcefully people's claim to influence both local and global decisions that shape their environment and lives, coupled with people's aspirations for equality as well as their refusal to accept marginal positions or subordinated status. (p.29)

The main objectives of Innovative Learning are autonomy and integration:

AUTONOMY

> The concept of autonomy, most often linked to individuals, also applies to societies. For both individuals and societies, autonomy means the ability to stand by one's self and to be as far as possible self-reliant and free from dependence.

> Autonomy is a goal of learning for individuals in the attainment of the capability to make judgments and decisions necessary to act with personal independence and freedom. An autonomous person need not wait for instructions. This does not mean that an autonomous decision-maker can ignore external constraints. All decisions have to take the "given circumstances" into account. Autonomy allows the decision-maker to account for these external constraints and to insert them into a clearer representation of reality as a basis for decision-making. Autonomy provides both a key to not being overwhelmed and a basis for self-fulfillment. (p. 34)
>
> INTEGRATION
>
> Autonomy, by itself, runs the risk of parochialism, narrowness of vision, and isolation. But autonomy also involves the assertion of one's right to belong to the whole, and can increase the capacity to enter into wider human relationships, to cooperate for common purposes, to make linkages with others, to understand larger systems, and to see the whole of which one is part. This is what is meant by integration. (p. 35-36)

The theory of education put forth in No Limit to Learning must be combined with appropriate methods of practice to become a theory of practice for older adult educators. The SAEP integrates the theory of "innovative education" with two key concepts that guide their practice. The key concepts are:

1. comparability to local high school programs
2. adoption of a facilitative, person-centered approach for the delivery of the program to the students and for the delivery of training to the teachers and planners.

By practicing a "comparability standard" with the local high school the program insures as well as any program can, the quality of their educational offerings. The local board of education approves the general curriculum as well as the individual course outlines. The local director of curriculum for the K-12 program is asked to provide "an explanation of the philosophy that guides" the district (see Appendix A). State documents are examined which describe educational goals for adults in Michigan (see Appendix B). These are compared to the local goals. The instructors are required to be "State-certified secondary instructors," thereby providing the most reliable comparability standard available, since the responsibility for "quality" ultimately falls upon the individual classroom instructor and, if s/he has a professional background in secondary education, then the program can rely upon her/his professional performance to be comparable to that of a traditional high school instructor.

By adopting a facilitative approach, as outlined by Carl Rogers in "Beyond the Watershed and Where Now?" for the delivery of classes and training, the program is practicing *andragogy* and *gerogogy*, or person-centered approaches, which, like the comparability standard, insures to the maximum degree, quality education. Principles of adult learning theory, as presented by McClusky[3] and principles of developmental psychology as defined by Erikson[4] and Havighurst[5] are combined with a facilitative approach to result in a method of delivery which is individualized and appropriate to the learner.

TIME FRAME AND FUNDING INFORMATION

The SAEP received $48,733.00 (Grant #80-003) to conduct a one year study, beginning in May of 1980 and terminating in June of 1981, of their program in nursing homes. The study was designed to correspond to the academic year. May-July were used for planning. August-October were used for data collection and screening. November-January were used for evaluation and re-testing. February-March were used to prepare a training manual and a state-wide, two day workshop. April-June were used to compile the final report.

LIMITATIONS OF STUDY

Since the environment in which this study was conducted was by no means static, there are many limitations to consider. However, it was the program intent to conduct a study which would have replicability in different facilities involving different individuals. The limitations to consider then, become these differences. And, if the materials and the theory of practice presented herein are universal, can they transcend, for example:

The different administrative and support systems found in local programs?

The variance in teaching staff characteristics and qualifications?

The unique atmosphere found in each institution that houses the students?

USERS OF FINAL REPORT

This final report, like other "final products" of this study, is intended to be useful to many groups and individuals in addition to educators. Although the study is in an educational vein it offers many cross-over benefits to such professionals as nursing home staff and community mental health staff. It is also seen as being useful to individuals who are involved in providing other services to the aged: researchers, students, nurses, legislators, bureaucrats, etc.

Copies of this report have been sent to ERIC, the National Adult Education Clearinghouse and the National Diffusion Network for dissemination.

Permanent copies are on file with the:

Michigan State Department of Education
Adult & Extended Learning Service
P.O. Box 30008
Lansing, Michigan 48909

SECTION III

METHODS OF PROCEDURE

PROCESS & IMPACT ANALYSIS

The SAEP has conducted high school completion classes in nursing homes for three years prior to the program year under study. The method of procedure for the project then was, not to establish a program, but to document and analyze the fourth year to operation. In so doing, the documentation would validate the process in operation within the Monroe County program.

The validation of the process was only one of two types of analysis that guided the procedural study. The other concern, as the program proceeded, was to measure the relationship of action (process of delivering the program) to outcome (the impact the intervention had upon the lives of those individuals, teachers and students, who were involved in the program).

RATIONALE

Three general research questions gave direction to the analysis of the program year. They were:

1. Do nursing home residents have the ability to benefit from high school completion programs?
2. Can high school completion classes being conducted in nursing homes be designed to be comparable to traditional high school programs?
3. Do the screening & assessment instruments used in the study demonstrate validity?

Questions one was addressed by the Student Management Task Force which:

1. Developed a screening instrument designed to evaluate the prospective student's

mental and physical ability to benefit from adult education. (These instruments, Form I and Form II, are discussed in detail in Section IV).

2. Adapted the San Diego Quick Assessment Test for effective administration to students in nursing homes (see Section IV for discussion).
3. Developed the Individualized Learning Plan to effectively chart students' progress in class (also discussed in Section IV).

Question two was addressed by the Teachers Training Task Force, the second half of the 310 Staff and the Workshop and Dissemination Task Force (which was formed in the 9th month by combining the SMTF & the TTTF). This question is by far the most complex of the three and therefore does not lend itself readily to analysis. The comparability standard can be viewed from many positions and can be defined in many different manners. The need to be "comparable" permeates the operation of the SAEP, since it is the one MSDE standard that has existed since the program began. The comparability standard was identified as a key concept in the practice of the SAEP in Section II, Educational Approach and four elements were identified. Two more are added here:

1. approval of course offerings by local school board,
2. communication with the K-12 curriculum director,
3. local educational goals are compared to state goals,
4. teachers are certified to teach high school,
5. the life stage of the student and their personality, demands a "secondary" level of education,
6. incremental advancement toward graduation.

These elements of comparability are similiarities between the SAEP and the local high school program. There are many differences that also exist. These differences are why validation is required. The task of the TTTF and the WDTF was to identify these differences and then integrate the knowledge of these differences (and their consequences) into training materials and delivery systems which allow instructors, who are trained to teach traditional high school students, to become competent educators of institutionalized older adult high school students. The TTTF and the WDTF conducted a series of small in-service sessions with local staff and neighboring programs and they prepared and presented the training manual and a two day statewide workshop.

Question three was addressed by the formulation of a validation study of the screening and assessment measures. The purpose of the screening is to identify persons who have the cognitive, physical and attitudinal abilities that will likely lead to success in the educational program. This procedure will, more importantly, identify those who do not have sufficient levels of performance to predict that they will be successful.

Three instruments were used in the validation study: the San Diego Quick Assessment Test, the locally developed Screening Instruments, and the Individualized Learning Plan. The steps in the validation study were:

> Step 1. All measures would be given to all eligible persons in August. There may be some persons whose scores are so low that they clearly could not benefit from a high school level program at this time. These people would not be claimed for state aid reimbursement. The scores for the remainder of the group would be used in subsequent analysis.

Step 2. Administer the program to the participants. ILP's would be developed and instruction would proceed. It would be helpful if the ILP's could be written with multiple criterion levels which would allow Goal Attainment Scaling and more sensitive regression analysis than would be possible otherwise.

Step 3. Criterion data on each person would be gathered in the spring. These data would include test scores; ratings by selves, teachers and others; performance on objectives, and rates of progress.

Step 4. Multiple regression analysis would link the scores on the Screening Instrument and the San Diego Q.A.T. with the criterion measures separately and in combination. The purpose of the analysis will be to empirically identify cut-off scores that are predictive of success in the program.

INTERIM EVALUATION TECHNIQUES

As the project staff decided on a method of procedure for documenting the process and impact of delivering a quality program, they included interim evaluation techniques, as suggested by Lawton[1]:

> There is a tremendous advantage to being able to identify relevant indicators that are routinely available as matters of record or are obtainable in relatively unobtrusive fashion. Such measures are not only less subject to measurement fatique, but are relatively resistant to rater bias and frequently are less expensive data to obtain. Some concrete examples of such indicators are (1) number of process notes made in a patient's record by professionals; (2) content analysis of such spontaneous notes in terms of dimensions like anxiety, independence, competence, positive vs. negative attitudes, etc.; (3) number, attendance, and type of scheduled events.
>
> Another data source that is ideally suited to a time series analysis, though difficult to establish, is the time diary. (p. 6)

> Finally, for some situations, direct behavior observation may be the most useful technique. (p. 7)

Additional interim measurements were used as well in the documentary of process and impact. These indicators are anecdotal in nature and consist of:

1. transcripts of staff meetings (Appendix C),
2. staff journals (Appendix D),
3. critiques of reading (Appendix E),
4. viewpoint of education from the project staff (Appendix F),
5. requests for independent feed-back (Appendix G),
6. independent feed-back (Appendix H).

CLASSIFICATION OF VARIABLES

The project staff indentified one additional method of procedure to consider as they validated the process and the impact of the program. This was the classification of variables into the three categories of:

1. Input variables,
2. Process variables,
3. Output variables.

As defined by Lawton[2] they are:

> Input variables refer to the characteristics of those receiving the treatment. Variation in input characteristics is likely to be the rule, rather than the exception. It is highly important to know whether early utilizers of a service are the healthier, the more intelligent, etc., members of the group of whether admission standards change as the waiting list grows or shrinks.
>
> Process variables have many subaspects (Katz & Kahn, 1966): physical facilities; services offered; staff characteristics, including occupation, training, demographic aspects, attitudes, behavior; administrative

practices and policies; social norms; community attitudes and behavior; characteristics of other physically proximate subjects ("suprapersonal environment," Lawton, 1970)

Output variables are the usual dependent variables (see below) such as death rate, institutionalization, morale, etc.

The general process variables to consider in this study are:

1. The nursing home milieu:
   the physical environment,
   the personal environment,
   the social environment.

2. The staff development milieu:
   the physical environment,
   the personal environment,
   the social environment.

The output variables relevant to the study are:

1. the students' overt attitudes regarding the educational intervention,

2. the staff's overt reactions and attitudes to the continuing education intervention,

3. overall staff development of those sharing in the final product and final workshop.

For the purpose of this study the following general in-put variables were identified:

1. competencies of an individual (Appendix I) as they relate the ability of the students and teachers to the ability to benefit from the intervention.

2. In essence, the control group for the impact analysis of this study consists of all those individuals who are institutionalized and elderly but who are not enrolled in the project. The literature shows a definite "slippage" in overall growth and development among individuals who are elderly and institutionalized (see Section I, Institutionalization). Two additional studies, Chap & Sinnet[3] and Panek & Bush[4] support the presence of inevitable decline associated with institutionalization, even when age and educational

> level are controlled. Therefore, if what Dr. Coons and Dr. McClusky claim about education in Section I and its ability to assist the institutionalized older adult is true, then "progress" for the institutionalized student means maintenance of the current level of abilities and self esteem.

In summary, the project proceeded by analyzing the process and the impact of the program by means of asking three general research questions which were addressed by task forces and a validation study. Analysis included interim evaluation techniques as well as traditional pre-and post-measurements. Input, process, and output variables were identified and categorized to facilitate the study.

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SECTION IV

SCREENING, TESTING, ASSESSING, VALIDATING

SCREENING: FORM I, FORM II, AND REGISTRATION

OBJECTIVE: DEVELOP A SCREENING INSTRUMENT DESIGNED TO EVALUATE THE PROSPECTIVE STUDENT'S MENTAL AND PHYSICAL ABILITY TO BENEFIT FROM ADULT EDUCATION AT THE HIGH SCHOOL LEVEL.

This objective, as well as the next two, were addressed by the Student Management Task Force (SMTF). These three objectives are similiar in that all three seek the development of a replicable instrument which will predict the probablity of success in the classroom for a given student. The goal of the SMTF then, was to design tools that would suggest approaches for developing the best learning environment for particular students with a particular teacher in a particular class. The tools were developed, not to "screen-out" because of disabilities, nor to identify abilities, but rather, to identify the student's current level of educational need(s) so that it (they) could be met with the appropiate approach. In other words, screening took place so that the appropriate approach could best be determined.

The form that was being used prior to August 1980 is attached (Appendix J). This form was designed to record information about the student's "physiological" and "psychological" status and then to list "compensatory measures," which could be used to overcome the learning problems created by the changes in the physiological and psychological characteristics of the student. As the project staff met to discuss improvement of this form, variables were identified which the staff knew would effect the screening process. They were:

1. degree of sensory loss,
2. presence of chronic condition(s),
3. presence of sense of well-being,
4. ability to communicate coherently,
5. medical prognosis.

The revision of the preliminary form was based mainly upon these five variables; plus other input from teachers, administrators, nurses and nursing home activity directors involved in the study. A decision was made to create two forms (Appendix K and Appendix L).

Form I would ask a teacher to assess a student's ability to comply with the basic criteria for performing as a student; such as, communication skills, attention span and social skills. Form II would ask the health personnel to record;1) the student's current health conditions; 2) a description of any loss of function; and 3) the prognosis.

By separating these two issues (educability and health status) and creating separate forms for the assessment thereof, the program asserted the belief that professional practitioners should be relied upon to perform tasks in their respective areas of expertise.

Form I was first used at class registration. Registration occurred during the two weeks prior to the start of fall classes. A team of three "registrars" from the project staff scheduled registration sessions in the following manner:

	Aug. 21	Aug. 27	Aug. 28
Site 1	1-3	10-12	
Site 2	10-12	1-3	10-12

These time schedules and an explanation of the procedure that would be followed during registration were sent to the activity directors of the two sites. Residents were then informed by the activity directors that these registration sessions would occur. On the day of registration the activity directors assisted the students to and from the room where registration would be conducted.

The procedure involved three stations. At Station I the prospective student and one of the three registrars completed the adult education enrollment sheet (Appendix M) and for new students, a graduation assessment and transcript request form (Appendix N). This registrar also began to complete Form I based on his/her interaction with the prospective student. The student then moved onto Station II where, together with the second registrar, s/he examined the curriculum and chose her schedule of classes by completing a schedule form (Appendix O). As the student moved from Station I to Station II so did his/her Form I so that the second registrar could also record his/her assessment of the individual s/he was talking with. This process continued at Station III where a third staff member administered the San Diego Quick Assessment Test (discussed next) as well as continuing to complete Form I. The data collected at registration was the basis for the initial determination.

A second Form I was completed by the classroom teacher once class began for each student attending the first 3 or 4 class meetings. A third Form I was completed by each teacher, for each student, at the end of the first semester (January) or after they had held 19 scheduled class meetings.

Scores from the completed Form I were used in two ways: first, as part of the validation study, and second, by the teachers, as they developed an Individualized Learning Plan for each student.

The second form, designed to assist with the screening process, was Form II, a physical assessment profile. Form II was designed to collect data regarding the student's health. This information was important because it has a direct relationship to some of the assessments made on Form I and because there are certain conditions of health (or lack of it) which a teacher *needs* knowledge of so that compensatory methods of educating may be developed which will overcome the condition.

Historically in the SAEP, health information had been exchanged, informally, between the activity directors and the SAE's nursing home component supervisor, a registered nurse. This informal procedure seems to have been adequate, that is up until this program year, when the *need* to establish standards became a prime responsibility and, therefore, the staff felt that a formal data collection of each student's health should exist.

As the staff attempted to collect the data this year, in a formal way, they met with a major problem: health records of patients in nursing homes are *confidential* material and cannot be made available to non-health personnel. The project staff is now attempting to develop a method by which educators *will* have access to the individual health records. The argument that is being presented is that, as service providers, educators *need* the student's health background so that appropriate approaches can be designed to insure quality education.

TESTING: ADAPTATION OF THE SAN DIEGO QUICK ASSESSMENT TEST

OBJECTIVE: ADAPT THE SAN DIEGO QUICK ASSESSMENT TEST (SDQAT) FOR EFFECTIVE ADMINISTRATION TO STUDENT AND EVALUATE ACCURACY OF TEST RESULTS.

The SDQAT (Appendix P) was used by the project staff to establish the prospective student's word recognition grade level. This was done to determine if a relationship exists, for the older learner, between reading level and the ability to benefit from high school completion classes.

This instrument was chosen as a screening tool because it:

1. is easily adapted for the testee,
2. is administered orally,
3. shows a high correlation with other, more sophisticated instruments.

As the staff met to adapt this tool for use with institutionalized older adults and to establish the method of administration, variables were identified which could effect the validity of results. They were:

1. education attainment level,
2. ethnic background,
3. social/economic status,
4. vision and hearing proficiency,
5. drug therapy status,
6. comfort with the testing situation.

As a guide for administration, the staff followed the procedural outline of Jacqualine Adams[1]:

1. Type each list of 10 words in the middle of a 5" x 8" card. (Use a primary typewriter, or large print.)

2. Student reads from cards orally. The 8 1/2" x 11" sheet is for the teacher's records.

3. Tell students that you are looking for the list that gets hard enough for them to miss three (3) words on the same list.

4. On 8 1/2" x 11" sheet, teacher records all errors. If a student self-corrects an error, write s.c. and DO NOT count it as an error.

5. Three (3) errors indicate instructional reading level. (All levels below would be independent reading level). More than 3 errors equals frustration level! When in any doubt, have student read next higher list for a double-check. (After one or two reading sessions, you will know for sure if this reading level is accurate for your student. Occasionally you will have to adjust the reading materials a little higher or lower. This should not happen very often as this test is remarkably accurate). Most very limited readers will "bomb" on list I or II, (first or second grade). In A.B.E. classes, most students do not go above list IV. This level is also especially true for all foreign-born, as they have a great deal of trouble with "ed" endings. A student reading well on list V or VI should be able to go directly into high school completion courses.

Administration of the SDQAT first took place at the class registration sessions. The test was administered by a teacher at Station III to all nursing home residents who were registering for high school completion classes. Most residents were willing to participate, some were not. Individuals who hesitated or refused to be tested were later discussed with the activity directprs and usually the reason for the refusal was attributed to one of the variables identified above.

Like the screening forms, the test scores were used in two ways, 1)for the validation study; and 2)they were made available to the individual classroom instructors so that they might use the results in the development of the student's Individualized Learning Plan.

The test was re-administered in January, 18-20 weeks after the first testing session to collect additional data for the validation study.

ASSESSING: INDIVIDUALIZED LEARNING PLAN

OBJECTIVE: DEVELOP INDIVIDUALIZED LEARNING PLAN (ILP) TO EFFECTIVELY CHART STUDENT PROGRESS IN CLASS.

The goal of the ILP was to incorporate:

1. teacher's experience,
2. results from Form I and Form II
3. test scores from SDQAT,
4. person-centered teaching methods,
5. educational objectives.

The result would be an individualized tool that the teachers would then use to record a student's progress in class.

The initial draft is attached (Appendix Q). This form however, was discussed and revised by the project staff early in the program year. Variables to be considered were identified. They were:

1. attendance,
2. retention,
3. individual sense of well-being,
4. maintenance of status quo (cognitive, affective, spiritual, social and physical qualities).

In addition to identifying variables the revision process included the development, by each classroom teacher, of educational objectives (Appendix R) for their respective classes. The development of these objectives was guided by two philosophical approaches. One, is the approach outlined by Mager[2] in About Educational Objectives (Appendix S); the second, is the approach outlined by Rogers in "Beyond the Watershed: And Where Now?"[3] This combination of approaches was necessary, 1) to insure professionalism; and also, 2) to insure student input.

Besides the educational objectives another important component of the ILP is the individualized evaluation procedure (Appendix T) that each teacher uses to assess the benefit realized by the student as they complete a class.

Guidelines were developed (Appendix U) by the project staff and presented to the teaching personnel at a September in-service session. Each teacher was provided with a copy of guidelines, examples of other teacher's educational objectives, evaluation procedure employed by peers, exerpts from Mager and Rogers, and a notebook to record the ILP. Examples of ILPs (in progress) are attached (Appendix V).

VALIDATING:

STATISTICAL ANALYSIS OF THE SAN DIEGO QUICK ASSESSMENT TEST

OBJECTIVE: EVALUATE INSTRUMENTS & INCORPORATE INTO FINAL PRODUCTS

The San Diego Quick Assessment Test was given to the participants in September and again in April. The purpose of the assessment was to see whether the test scores could be used to predict performance in the program. If the test was a good predictor, it could be used a a screening tool in the future.

The criterion measure was a set of teacher ratings on the Student Assessment Form I. Each student was rated on whether he/she:

1. seemed to have normal muscular control over the body,
2. seemed to have a normal orientation to day, time and place,
3. seemed to have a normal attention span,
4. seemed to have normal eye-hand coordination,
5. seemed to speak normally,
6. seemed to hear normally,
7. seemed to see normally,
8. seemed to have a normal ability to write,
9. seemed to proceed logically with the flow of the conversation,
10. seemed to behave in a way that would allow normal class procedures.

These ratings were done on a 1 to 5 scale with higher ratings indicating normal abilities.

The results in Table 1 are the correlations between the September SDQAT scores and the ratings in the first five classes of the first semester and the first three classes of the second semester. The correlations are based on different numbers of students (usually between 10 and 15) because the students may have attended unequal numbers of classes.

Those correlations that were significantly different from zero are marked with an asterisk. The .10 level of significance was chosen because of the exploratory nature of the analysis. Twenty-two of the eighty correlations were significant, many more than the eight that would be expected on the basis of chance.

It is difficult to interpret the pattern of these correlations because the magnitude and direction of the correlations change across the different classes. In general, the higher SDOAT scores are predictive of higher levels of orientation, attention, logic and behavior. However, higher SDOAT scores also predict poorer performance on muscular control, vision and writing.

TABLE I

CORRELATIONS OF THE SDQAT WITH PROGRAM PERFORMANCE

	Semester 1					Semester 2		
Form I	1	2	3	4	5	1	2	3
Muscular Control	-.06	-.03	-.14	-.12	-.02	-.47*	-.43*	-.61*
Orientation	.25	.30	.28	.48*	-.20	-.19	.16	-.11
Attention	.42*	.28	.48*	.69*	-.06	.14	.20	-.08
Coordination	-.15	-.05	.07	-.44	.38	-.35*	-.05	-.39
Speech	-.21	.13	-.56*	-.34	-.54	-.38*	.20	.28
Hearing	.03	.44*	-.15	-.56*	.13	-.01	-.41*	.50*
Vision	-.27	.16	-.38	-.59*	.47	-.17	-.50*	.36
Writing	.24	-.48*	.52	-.61*	---	-.66*	-.53	-.21
Logic	.33*	.19	.43*	.77*	-.24	.00	.12	.39
Behavior	.44*	.03	.27	.52*	---	.05	-.07	-.04

*P (.10)

A second analysis was done to see whether students gained, lost, or stayed the same on the SDQAT in April as compared to the previous September. A T-test for dependent samples was run and the results were as follows:

	Pre test	Post test	t
Mean	8.52	8.83	1.20 (not significant)
Standard Deviation	3.30	3.56	

n = 26

These results indicated that the students did demonstrate cognitive gains between September and April, but the amount of growth was not statistically significant. Such a result may be quite *important though because persons in this setting might be expected to show a decline in cognitive functioning.*

SECTION V

IN-SERVICING

OBJECTIVE: PREPARE AND PRESENT PRE-IN-SERVICE SESSION FOR TEACHERS OF CLASSES IN NURSING HOMES AND CONVALESCENT CENTERS PRIOR TO BEGINNING OF SCHOOL YEAR.

OBJECTIVE: PREPARE AND PRESENT SECOND IN-SERVICE SESSION BUILDING ON INFORMATION PRESENTED DURING EVALUATION OF PRE-IN-SERVICE.

OBJECTIVE: PREPARE AND PRESENT THIRD IN-SERVICE SESSION BUILDING ON INFORMATION AND EVALUATIONS GATHERED TO DATE, WITH SPECIAL EMPHASIS ON COURSE CONTENT AND CURRICULUM OF EXISTING PROGRAM.

OBJECTIVE: EVALUATE INFORMATION PRESENTED IN ALL IN-SERVICE SESSIONS IN TERMS OF SUITABILITY AND RELEVANCE FOR INCORPORATION INTO FINAL PRODUCTS.

Because these objectives are closely related and because the process that the Teacher Training Task Force (TTTF) followed as they worked toward the accomplishment of these four objectives permeated all aspects of the project they are collapsed for purposes of this report into one section of discussion.

In-servicing was defined, by the staff, to mean a continual process of dialogue and education in practice, rather than meeting formally, "out-of-service." Formal presentations did occur, but they need to be regarded as part of the whole, not as highlights. The goal of the TTTF was to establish a set of basic elements which facilitate the continuing education of instructors of older adults.

The task force began by identifying 5 general topic areas which are fundamental to teachers of institutionalized elderly. They are:

1. adult learning theory,
2. developmental personality theory,
3. effective teaching technique,
4. appropriate evaluation technique,
5. social philosophy.

To facilitate the study of these concerns a resource center was established. This was accomplished by first identifying existing centers of relevant resources and then establishing a working relationship with these agencies. The project utilized:

1. project staff background,
2. University of Michigan, School of Education, Adult and Continuing Education Department,
3. Institute of Gerontology, University of Michigan,
4. Bedford Public Schools, Community Education Program

Second, an on-site resource collection was developed which grew as the year progressed (Appendix W).

The task force then began to utilize the resource center by conducting a review of the literature that related to the five topic areas listed above. Following the individual research the staff members recorded their reactions to the readings so that other staff members could review their colleagues writings and discuss them as the staff met (Appendix F).

A number of variables were identified which the staff felt needed to be considered as they conducted their research and as they prepared formal in-service sessions. They were:

1. lack of professional "models" in the field of educational gerontology,
2. recent, rapid growth of knowledge base,
3. teachers' effectiveness measurements,
4. effective delivery of in-service content,
5. application of "new" knowledge to practice,
6. willingness among professionals to continue as adult learners.

In late August, an "Open House" was planned and presented in the two project sites. The purpose of this session was to provide an opprotunity for, 1) the project staff; 2) the teaching staff; 3) the students and 4) the activity directors and their support staff to meet informally at the class sites prior to the start of the academic year and to begin the process of dialogue which the project staff valued so highly. Each teacher gave a brief course description. The project staff presented basic orientation to the study and explained why "testing" was being conducted. The activity directors said a few words about their perspectives and goals. The session ended with refreshments and visiting.

A "credit-determination" session was then planned and conducted in late September. In attendance were, 1) project staff, 2) teaching staff and 3) activity directors. The primary agenda item was to conduct a "credit-determination" for each non-diplomaed student.

The determination was made by those in attendance based upon:

1. screening tools,
2. SDQAT scores,
3. four weeks of student/teacher contact time,
4. activity director input.

A third formal in-service session was planned and conducted early in December. The goal of the session was to examine the three basic elements of school: curriculum, methods and evaluation, as they applied to the students in this program. The concept of the session was to invite five professional educators who work in areas other than high school completion programs for institutionalized older students, but who did have professional expertise which would be relevant to the project. The five consultants represented:

1. milieu therapy,
2. health behavior,
3. special education,
4. secondary teacher training,
5. alternative education.

The consultants received an information packet prior to the session which provided them with a basic orientation to the project. The agenda for the session consisted of 1) a short presentation which compared older institutionalized adult high school students to traditional high school students; 2) viewing video tapes of three nursing home classes in session; 3) an introduction, by project staff, to the program's curriculum, methods and evaluation procedures; and 4) dialoguing.

Following the session, each consultant was responsible for submitting a written report, based upon the content of the session, which would present recommendations, observations, criticisms, etc. from each of their particular perspectives of education (Appendix X).

A final in-service session was conducted with the entire SAEP staff (40) in May so that the conclusions and recommendations of the project staff could be presented to other practitioners, who had familiarity with the project and who would, in turn, comment on the practicability and usefulness of the findings. Feedback from the SAEP staff regarding the findings will be incorporated into next year's SAEP.

SECTION VI

A WORKSHOP FOR INSTRUCTORS AND PLANNERS OF EDUCATIONAL PROGRAM FOR OLDER ADULTS

OBJECTIVE: DEVELOP AND PRESENT A WORKSHOP FROM INFORMATION AND FINDINGS COMPILED BY THE SMTF AND THE TTTF.

OBJECTIVE: PREPARE FINAL PRODUCTS OF PROJECT IN A FORM SUITABLE FOR DISSEMINATION TO ADULT EDUCATION PERSONNEL IN AND OUTSIDE OF MICHIGAN IN COOPERATION WITH THE MICHIGAN STATE DEPARTMENT OF EDUCATION.

In January the SMTF combined with the TTTF to form the Workshop and Dissemination Task Force (WDTF) so that a workshop could be planned and presented in April for other practitioners throughout Michigan. At the workshop, the findings and final products were presented to the participants in the form of presentations, small group workshops and a training manual.

The goal, then, of the WDTF was to share the documentation of the project with others in Michigan who were working on similiar educational initiatives.

The initial step in the preparation of the workshop was to design and mail a brochure which would announce the workshop and invite input from the practitioner participant in the design of the specific content for the two-day session (Appendix Y). The brochure was mailed to approximately 400 individuals throughout Michigan. By and large, the majority were adult educators working with public school community and adult education programs. The remainder of the 400 mailings went to various individuals who were professionally involved with residents in nursing homes. These individuals included:

1. Area Agency on Aging (1-B) staff,
2. nursing home staff,
3. Institute of Gerontology staff,
4. University professors and students,
5. county commissions on aging,
6. other community service personnel.

Based on the returned brochures, the agenda for the workshop was formulated by the project staff (Appendix Z). Individuals were identified, from within the SAEP, who would be responsible for presentations, for facilitating the small group workshop sessions, for recordings the discussions, for coordinating the site-visits, and as registrars and hosts. Arrangements were then made with a local inn for room rentals, overnight accommodations and meals.

Also available at the workshop, in addition to the face-to-face interaction and the personal sharing that occured, were three other methods of continuing education. The first was the continual showing of video tapes of the classes offered in the nursing homes, which were made throughout the program year (Appendix AA). The second was the presentation of "A Training Manual for Educators of Institutionalized Older Adults" (Appendix BB). The manual was written by the project staff from the documentation that was collected as the year progressed. The third was the Resource Center, which was on display for browsing and note-taking (Appendix W).

The workshop was held in early April in Monroe, Michigan. Total attendance for the two days was 161. A report on the proceedings is included in this report (Appendix CC).

SECTION VII
FINDINGS

This project attempted to demonstrate that:

1. nursing home residents can benefit from high school completion classes,
2. teachers can conduct high school completion classes in nursing homes,
3. the screening and assessment tools demonstrate validity as predictors of the nursing home residents' ability to benefit from high school completion classes.

These three concerns are dependent upon each other, therefore success in anyone of the three means that the other two also realized a certain degree of success.

If a nursing home resident is going to benefit from high school completion classes, s/he must:

1. be able to attend,
2. be able to be attentive,
3. be able to communicate.

These criteria are measured by Form I, Form II, and the SDOAT. If a nursing home resident is going to benefit from high school completion classes, then there must be high school completion classes available to attend and the teacher must be able to conduct those classes at that level.

If a teacher is going to be able to conduct high school completion classes in a nursing home, s/he must:

1. be a high school teacher,
2. know the conditions of the learner,
3. know the nursing home environment,
4. be able to combine all of the aforementioned in practice.

These criteria are measured by state certification, a gerontological awareness developed by continuing education and analysis of Form I, and Form II; and, with regard to the nursing home environment, experience and continuing education. If a teacher is going to be able to conduct high school completion classes in a nursing home, then they must have screening and assessment procedures by which the high school students can be selected and evaluated. If screening and assessment tools are going to be able to serve as predictors of benefit, they must:

1. demonstrate agreement with the student's self assessment,
2. demonstrate agreement with the professional assessment of the student by the teacher.

These criteria are measured by the validation study and student and teacher anecdotal comments.

Success in these three concerns is demonstrated by:

1. the agreement between the multiple assessments made on each student by the various teachers on Form I,
2. the agreement between teacher assessments as presented in the ILP and the final course grade with the scores on the SDQAT,
3. the maintenance (or improvement) of scores on the SDQAT, as compared to the established norm of decline present among nursing home residents,
4. the statements of maintained (or improved) sense of well-being authored by the students, as compared to the established norm of decline present among nursing home residents (Apppendix EE),

5. the examples of students product (Appendix FF),

6. the development of the TRAINING MANUAL for EDUCATORS OF INSTITUTIONALIZED OLDER ADULTS (Appendix CC),

7. the successful presentation of the Workshop for Instructors & Planners of Educational Programs for Older Adults (Appendix GG),

8. viewing the collection of video tapes (Appendix BB),

9. the incremental accumulation of high school credits and the resulting diploma.

Results indicate that a beneficial change occured due to the intervention reported here. The student benefited by receiving the cognitive and therapeutic effects of education. The instructors and the profession benefited in a multitude of ways not the least of which was that public adult education moved closer to the development of replicable standards, as documented in the training manual.

Results also indicate that the project can be implemented elsewhere. The differences found in local school districts do not interfere with the replicability of the project, since the approach that is recommended is individualized and person-centered. If districts wish to sponsor a similiar program, the staff could begin immediately to proceed in the manner described here. In other words, this project staff was not previously trained to conduct such a program and yet, through applying established theory and appropriate method, they were able to build a model program. Therefore, similar teachers could get similar results, especially if they follow the recommended procedure. Feedback from the two-day workshop participants supports this belief (Appendix HH). At the workshop there existed a high degree of agreement between the project staff and the other practitioners in attendance in terms of the material and ideas that were presented and everyone's field experience.

Success with the recommended approach relies upon individual self-reliance, upon creative interpretation of the profession and upon a commitment to the student. The approach encourages personal style. It encourages self-growth and self-trust. These are criteria that are difficult to measure and more difficult to enforce; however, those individuals in attendance at the workshop were such people. If they were not, they would not tolerate the frustrations and challenges inherent in this developing profession. There are no textbooks, no tests, no permanent class rooms, no parity, no union, no certification; there is usually part-time employment and always marginal status when compared to the K-12 program.

In an environment where deterioration is expected, the positive effects of a quality intervention are obvious, both for the service provider and the client.

SECTION VIII

CONCLUSIONS & RECOMMENDATIONS

The value of quality education intervention by prepared professional instructors in a nursing home environment is obvious. The resident receives all the benefits of education; these are well established and are not in question in this study. The instructors, too, benefit by providing a meaningful experience to students. One does not become a teacher of institutionalized older adults to make a good wage or to have job security, but rather, one becomes a teacher of older learners because one values education, and in this setting one is capable of realizing this goal.

In addition, this year-long project has made progress toward the establishment of standards which can now be applied as evaluative criteria.

The project has begun a dialogue between educators and aging network professionals, between teachers and planners, between isolated practitioners, and has therefore, begun the process of establishing a professional association of individuals with a common cause.

Did the program establish a valid screening procedure for selecting those individuals within a nursing home who are capable of benefiting from high school completion programs? The answer must be no, it did not. Rather, what the program did establish was a method of needs identification which can be used by a qualified high school instructor to teach an approved high school course to a group of non-traditional students in a non-traditional classroom setting. Further this method allows and encourages the teacher to adapt his/her procedures so that they correspond to the student's changing need(s).

Did the program establish professional standards for classroom procedure or professional training for educators in nursing homes? The answer here is yes, because what the program sought was a beginning and a good foundation was built. The project was successful in that it taught the project staff what questions to ask. It allowed for the identification of variables. It produced insight into the many questions asked. And it precipitated many recommendations:

1. Existing programs and new programs should be encouraged to apply the recommended approach so that its validity may be further tested.

2. Goals need to be established which "fit" this older student when they are involved in this type of educational program.

3. The "fourth Friday count" should be restructured to allow for a more thorough determination (see Appendix II for further comments).

4. More professional collaboration should occur between educators and aging specialists.

5. The class registration procedure should take place over a longer period of time to allow

for a more thorough screening and assessment of the prospective student's "ability to benefit."

6. An Introduction to Educational Gerontology packet should be provided to all new instructors and teacher aides working in the nursing home environment. It should include information about:

   sensory change with age,
   cognitive change with age,
   common chronic conditions and disabilities found among nursing home residents,
   educational techniques appropriate for the instruction of institutionalized older learners.

7. Further research should be conducted to identify existing screening procedures which are appropriate to this clientele. Such as: The London Procedure,
   the MEAP,
   ABLE,
   Key-Math Test, etc.

8. Teachers should be provided with a profile of their students prior to the start of classes in September, which relates physical disabilities and other learning problems

that require compensatory measures.

9. Various tests need to be identified (or created) that assess a student's ability to perform in various disciplines.

10. Course content and curriculum should be examined to determine if it is life-stage related for the older learner.

11. Self evaluation procedures need to be developed which are appropriate for this student (see Appendix JJ for an example).

12. Additional time and effort should be invested in a video tape library for use in in-service sessions and for educating the public.

13. Compare "students" to "non-students" in institutions for older adults.

14. Continue to collect anecdotal writings from staff and students.

15. When considering the economic pay-off of an educational intervention one must look beyond job related results and include the increased self-reliance of the student, the professional development of faculty and staff and the overall increased competence of the involved institutions.

16. Continuing education of practitioners should be conducted in such a manner that the background and experience of the practitioners is emphasized. This resource must be used to create the matrix by which the content of the in-service session is delivered.

17. A newsletter should exist which connects practitioners. This publication would facilitate on-going sharing and communication.

18. Within institutions a room should be identified as the "classroom" and within this room should be housed educational paraphernalia designed to encourage and facilitate self-directed learners.

19. Classroom activities within institutions should include guest speakers, visiting teachers, field trips and other similarly stimulating, less traditional methods of instruction.

In conclusion, when compared to traditional educators, the instructors of institutionalized older adults demonstrate more enthusiasm for their work, thereby causing more enthusiastic students and administrators then one would think possible in this time of cynicism. This experiment in building a theory of practice for the education of older adults is a success.

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APPENDIX A

Statement of Local Philosophy

BEDFORD PUBLIC SCHOOLS
8486 DOUGLAS RD. TEMPERANCE MICHIGAN 48182

John C. Thomure
Director of Curriculum
313 – 856-5020

July 14, 1980

Mr. Bill McDermott
Project Director
Insuring Quality Education in
Nursing Homes for Monroe County
502 West Elm Avenue
Monroe, MI 48161

Dear Bill,

I have enclosed an explanation of the philosophy that guides our district in regard to our instruction.

We offer one diploma at Bedford. It is based upon obtaining twenty credits with credits in specific areas of instruction. These credits are listed under "Educational Information" pages 21-23 in the handbook.

There is not a qualifying criteria to become a high school student except to be a resident of Michigan.

Cordially,

John Thomure
Director of Curriculum

/reb

Enc.

[illegible] Public Schools
[illegible] DOUGLAS ROAD
TEMPERANCE, MICHIGAN 48182

PHILOSOPHY OF CURRICULUM

The following criteria should be used as a model for implementing and institutionalizing programs.

We want a curriculum that answers the needs of students in these areas: intellectual, emotional, aesthetic, spiritual, social and physical.

For our purposes of judging programs, these categories have the advantages of not growing from any particular philosophical system and, therefore, need not conform to any particular set of limiting assumptions; they are flexible and they can be defined empirically.

To declare our program as answering the needs of students in the intellectual area, we define this to mean in the cognitive domain. We must consider the difference between "knowing that" and "knowing how", and we should consider Bloom's "higher" and "lower" intellectual activities.

To judge whether or not a program answers needs in the emotional area, we should use Krothwahl's taxonomy for the affective domain.

The social development of our students deals with the social mechanisms they use in their dealings with one another, with their understanding of authority and external social structures, and with their view of their social self.

We define aesthetic development as consisting of increasingly finer discriminations in the sensuous, formal, technical and expressive meanings of art objects whether produced by oneself or others, and whether visual, tactile, dramatic, poetic or kinesthetic.

By spiritual we mean to ask questions that one can only answer for oneself. Man is an awestruck creature. We should be prepared to have students pursue such questions as the meaning of existence. The answers or responses to these questions are the spiritual domain.

A second set of criteria should be used to judge the appropriateness of our program.

The first criterion is fluency. Fluency is the becoming familiar with basic symbol systems such as the symbol system of reading or math.

The second criterion is manipulation. We must lead students to manipulate the data out of which content is made. Word recognition is not reading. To read is to draw understanding from a page - to manipulate the symbol system in such a way as to interpret it. An art experience does not consist of becoming familiar with the various art media and their properties. It consists of manipulating them in such a way as to make an art object. This manipulation to lead to understanding is a universal teaching goal.

(continued)

The third criterion is confidence. We must seek to instill confidence in, students to manipulate data on their own. At the same time we want students to value the ability they acquire. Not only do we want students to work math problems, but we want them to believe in its value. Not only do we want students to know how to "do" woodworking, or to "do" meals, we want them to know the value of the practical arts.

The last criterion is persistence. We want our students to continue to do as we teach, but we want them to value it enough to do it for a lifetime. We want, for example, students to value honesty and to be honest all of their lives as we have taught them to be.

Following these criteria, we can have a program that meets the needs of the whole child.

John C. Thomure
Director of Curriculum

4-10-79

APPENDIX B

Michigan Educational Goals for Adults

MICHIGAN EDUCATIONAL GOALS FOR ADULTS

Taken from: "Planning in terms of Providing Statewide Adult Non-Collegiate Services". Michigan Department of Education.

DEFINITION OF ADULT AND CONTINUING EDUCATION

"Adult and Continuing Education is the process by which an individual receives education or training allowing him or her to improve abilities, to increase opportunities for eimployment and to expand opportunities to meet all inclusive felt needs. (p.4)

"If growth is to continue, we must divert the necessary efforts and financial resources to assure ample opportunities and equal access for the quality training of all adults at all levels and in all desireed subject matter areas. Comprehensive programs designed, financed and delivered to meet the special and unique educational needs of adults are necessary." (p.7)

GOAL I: To make available through a multitude of delivery systems the opportunity for every adult citizen of Michigan to attain the essential basic education skills necessary to prepare such persons for full and responsible participation in society. (p. 9)

GOAL II: To make available to every adult citizen of Michigan the opportunity for attaining a high school diploma or its equivalency. (p. 10)

GOAL IV: To make available to every adult citizen of Michigan who is not otherwise regularly enrolled in a Post-Secondary Institution, the opportunity of fulfilling his needs or aspirations for education through a statewide off-campus non-collegiate continuing education program. (p. 12)

Taken from: "The common Goals of Michigan Education" Michigan State Board of Education

INTRODUCTION

"The major goals in this section describe the spectrum of knowledge, skills, and attitudes which students should achieve by the conclusion of secondary school. These are desirable learnings which students will need in order to select and effectively function in their life-career roles of workers, family members citizens, students, and self-fulfilled individuals. An underlying assumption here is that the ultimate purpose of education is to permit each individual student to reach his or her optimum potential, so as to lead productive and satisfying lives."

"These goals cover and integrate all learning domains: the cognitive, affective, and psychomotor. This integrative style of presentation reflects actual learning and teaching situations in which the intellectual, emotional, and physical aspects of learning are all intermeshed. These goals represent an ideal, and therefore their application to all students is encouraged, even though the sequencing and time of attainment will vary for each student. Since the goals describe only the desired outcomes of learning, the choices of means for accomplishing the goals remain with those who must implement them, e.g., local school districts, teachers etc."

"it is expected that most measurements of goal achievement will require the development and testing of performance objectives based on each subgoal. In this way we can assess the extent to which measurable goals have been accomplished and identify areas of need. Student learning, however, must focus on more than measurable behavior and student performance. Evidence must also be developed for student outcomes not easily or directly measurable." (p. 5)

SYSTEM RESPONSIBILITIES GOALS

"Michigan education must strive to provide all the students with a basic educational program designed to attain all of the student learning goals presented in the previous section irrespective of race, sex, religion, physical or mental condition, socioeconomic status, and geographical location of students. Especially the basic program should cover the following ten essential skill areas: communication skills (ready, writing and speaking/listening); health education: mathematics; physical education; science; social studies; visual arts; personal, interpersonal, and social understandings; and career development. Additionally, Michigan education at all levels and through all its agencies must strive continually to equalize and improve educational opportunities."

(p. 11)

APPENDIX C

Transcript of Project Staff Meeting

TRANSCRIPT OF JUNE 19,1980 INSURING QUALITY EDUCATION STAFF MEETING

BILL: What I'd like to do this morning is to go through what each one of us has been doing. I think that a lot of the things that I have been doing will certainly provide topics that we need to discuss, such as questions that may have arisen in your minds since you've had an opportunity to look at your packet. Has everyone accomplished the resume writing? Some people had difficulty with it. What I would like to do is take them all to read and make some general comments about the staff and put a small vita together on who we are as a group, what aspects of our expertise are important to note. How about the philosophy section, have you completed that?

LYNN: I got something.

BILL: Was it long or was it short? Did you find that as you were writing other thoughts occured to you that you may want to develop but didn't feel you really wanted to invest any more time?

WARREN: I think I for one just started heading into some of the objectives of the grant and breaking them down into my philosophy. I also started working out my concerns on the testing.

BILL: Oh good, good. How about journals? Did anybody have a chance to write? Did you do any reading? Did you get a chance to write down what you read and your reactions to it?

MARGE: I did quite a bit of reading. I skimmed most of this (Culture of Narcissism) and wrote down my reaction to the section that I did read which pertained to old age and the attitudes towards the elderly. I found that part extrememly interesting and most pertient to what we are doing. I read the "Dramatic Activities for the Elderly" and I found that I have used some of the things they suggest and I gleaned a great deal more from it that I can use in all my classes not strictly convalescent home classes.

BILL: What sort of things? Things that would trip creativity?

MARGE: Yes. And I also read the "Use of Life Review Activities with Confused Nursing Home Residents" which you had given me before and that did pertain also to what I was doing and I found that I have used many of their methods which made me feel good that I was on the right track without even knowing it. And then I read an article on Wilma"Independence"Donahue from "Modern Maturity". She is one that is putting together the White House Conference on Aging for '81 in Washington,D.C. That was the extent of what I read and wrote my reactions to and then I wrote my resume and my philosophy.

BILL: Great. I think it will be intersting to see how each one of us approached the philosophical part of the resume, as I think it will give us an indication of what areas we are really interested in working in.

Let me focus on Life Review for a moment. The reason I think Life Review is important is that it now has become a formal concept or a therapeutic concept that professionals have begun to use with older people. Yet it is so natural, it builds upon natural activities between an older person and a younger persons'conversation. I think it is important to realize that that sort of natural approach is now getting legitimate acceptnace, especially in working with the aged.

MARGE: Well, one of the things that it mentions that I have been doing since I started in my convalescent home classes three years ago was using audio and visual stimulation, taking in things that they can see and touch and smell. They recommend making popcorn and the students can see it, hear it, smell it, taste it. And that is always a lot of fun because that catches their interest immediately.

WARREN: Do you think we should encourage this memory or reviewing?

BILL: Well it gets to be a touchy area. There are a few terms that are thrown around that mean almost the same thing but are in fact differenti.e. reminiscence, oral history, life review. Life Review is a formal therapeutic concept that you do to somebody else, you trigger things in them intentionally in order for them to work through their memories. Some of them may be unpleasant, some of them plesant. And it brings them to a new solid position to stand on. They no longer think about those old things. They now have "cleaned-up" their minds and they are ready to think about new things.

MARGE: It mentions too, that they have reached the point in their life where reviewing their life and reminiscing makes them feel better about themself. It is an evaluation that what they have done in their life is good and they have positive attitudes toward the life that is behind them.

WARREN: This is because they are not actually living ahead, they are living behind.

MARGE: And they need to have confidence that what they have done in their lifetime has been fulfilling and they are satisfied then.

BILL: The dangers of that kind of thinking though are when you talk to somebody whose life hasn't been fulfilling and satisfying, who has been a real creep, who may have been a criminal or done a lot of crummy things to people. I think that we need to be very sensitive to that kind of thing if we are going to try to incorporate that into our Individualized Learning Plan(ILP). We need to be trained, seriously trained to deal with that kind of situation.

MARGE: Well, you are suppose to reinforce the positive things about their life. If someone's robbed a bank you don't say, "Well, hey you certainly were brave, good for you."

BILL: And creative!

WARREN: What I find is a lot of differnt types of people in class and picking each one's positive things might be difficult. We are put in a situation where most of the people are similiar to a degree.

BILL: The environment tends to reinforce that too; that they are all the same.

WARREN: Yea, it would be a different story somewhere else.

BILL: There is a new book that has just come out and if it is as good as I've heard it is supposed to be, I think I'm going to recommend that we all at least skim through it. It's called Unloving Care and it's the latest expose' on the nursing home industry and the profile of the typical people that are in them.

I thought it would be worth spending a few minutes going through some of my Journal entries that I have made, because it will give you a background in the development that has already happened in my mind about the project and where we are heading:

(see Journal entries, attachment)

So those are the types of things that I am trying to get down on paper. Now, let us go to a few of the concerns that are raised here. One idea I had coming in this morning was for all of us to take reponsibility for developing an essay to define these terms(see attachment)so that we come up with a shared definition of what we are talking about. Let me give you an idea of what I had in mind or the kinds of problems I see existing. My last job before I started working here and went back to college was teaching in a "free school" in Ann Arbor. The school is based on work by A.S.Neill and a school called Summerhill that he started in England. The philosophy of the school is total freedom-not the license to do anything anytime to anybody but the freedom to be free to choose. Options was the key word. Decision making. We worked alot on helping the children by putting them in situations where they had to make decisions, where they had to consider options and then they went through a real problem solving process.

The defintion of these terms as they apply to that experience and to what the teachers in that environment felt should be going on would in no way agree with the definition of these terms that let's say a public school administrator would come up with. The main problem that I experienced there in three years was trying to coordinate the staff. It was a much more serious problem than working with the children because everybody had their own individual definition of what these terms meant-even in an environment where you are encouraged to be as free and as liberated as you possibly can be. In this situation a lot of the teachers came up against their own limitations. Where do you as a human being get offended, for example, don't you like to hear someone call you a "shithead"? Does that really offend you and can you not take that or can you understand that this kid is calling you a "shithead" for whatever reason he of she at that point decided they needed to call you a "shithead"? Some teachers couldn't handle that, couldn't handle the idea of allowing a child to use that kind of language. It wasn't part of their philosophy or their definition or that this was a positive action that this kid was involved in. Even in my own experience, my child was going to school there and went there for three years and I was his teacher. I was the elementary teacher-there were only 18 kids in the whole school. My son didn't learn to read until he was 9 because whenever the choice was offered, "do you want to sit down and get into these skills or do you want to go out and swing on the rope?", there was never even any hesitation in his mind about what he wanted to do and would constantly choose to be in a peer situation avoiding an academic teacher-learner situation.

Through my own experience during the three years that I worked there my philosophy and my definition of these words changed. I think it is a good thing to have these be fluid concepts in your mind. I'm at a point now that I don't believe that that type of education is good for everybody. I do think that it is good for you at certain periods in you life but I think other types of education are better for you ar other periods. So I'm still defining these terms in a workable sense.

As we take all this and apply it to a nursing home environment you really come into some conflicts. I think the nursing home environment is not a positive environment, it is not a place where you are going to be developed;while that is what school is and that is what these terms in a school situation apply to--development. So we are trying to bring into an environment that is not designed to be positive, exactly this idea of progress or development or growth. Toward what? What is the goal that we are striving for? These are the kinds of confused areas that I think we need to get into and these are the things that people are going to call us on. There are certain types of professionals who you've got to have proof for, you've got to be able to say that this can happen somewhere else. That it didn't just happen here because of our minds and because of our efforts and our combination of these things but rather that it can be copied.

TOM: I address the idea of education being a concept of preparation in my philosophy statement. I saw a different application of education as I taught my music classes to these people who are many years old and yet are still learning. Music brings them further into life. It was adding quality to a persons life in their later years. They come to understand what it is like, what it is about,and the perspective of the time that he lived through and they come to understand what he has just been through so to speak and by coupling that with the goals that he hadn't time to accomplish during his lifetime---A great service in terms of adding quality to a persons existence is provided. I'm trying to say that the concept of education as preparation towards something is much too limited.

BILL: I would agree. But in this case are we only coming up with this re-defintion of education so that it fits the part of the generation that we are working with, this particular population of folks that we are talking about? Why in this case shouldn't we also consider the concept of progress through education as it has always been?

TOM: I don't think education was originally thought of as that. I don't know historical perspectives but I think education was originally thought of as culture and enrichment.

JUDI: I'd like to speak to the therapy-v-education aspect because I feel within the fine arts division this is something that I've been concerned with as we develop the curriculum within the nursing homes and I too think it is a very fine line. I think both education and therapy are process oriented even though I think within our division we are very product oriented but I see the educational aspect as that process that takes place, not necessarily that end product. I think that within an education you are allowing choices. You are allowing them to express hopefully their creative imagination and they have choices along the way.

Within therapy I'm not so sure that they have all of those choices;for instance, when the IOG came down at one point with their "milieu therapy" and suggested that in the nursing homes we set up an assembly line type process to tap people according to their skill levels. For example, if you had a project and four students but three could not use scissors or glue, then the fourth would do all the gluing while if one of the students, even if they had use of only one hand, could paint better than the others, they would do all the painting. Well, I think probably in theory, yes it does work and as therapy it does work, but I'm not so sure. In education there is a choice aspect and because what happens in therapy is that you've taken away those choices. If all I can do is A and I want the end product maybe I wanted mine to be purple and maybe this person who is painting is using blue, then you've taken that choice away from me and in the same respect what you've done is stifle my creativity. I don't have those choices anymore if another person is going to complete 90% of my project and then it comes to me

As far as education goes, I don't think that that is what our goal is. I think it is a very fine line but I do see some clear distictions: we have worked and we have talked with the teachers that we have had in the nursing homes and it is very difficult and we have problems too because I think the staff sees us as an activity in there and they want something to decorate their home so they come in and expect Christmas decorations or they expect Halloween decorations and they might expect them to all look alike or they say, "gee, we have this little shop and we would like to be able to make products that we can sell in our shop". Well, when you are talking about education your end product is not one that is always going to be saleable. I think you have to think that,especially within the art division--education is a means to an end rather than an end in itself.

JEFF: Maybe we ought to redefine therapy. I'm getting mixed-up in my mind about what therapy actually is. I've taken a lot of useless courses in my life that as far as progress goes have nothing to do with what I am doing now, yet I enjoyed them perhaps. I'm glad I did them. Where does that fit in? Is that not education? Then is it therapy? That is where I'm having problems. So what if it is therapy, I'm not sure it is bad.

BILL: No, I'm not either.

LYNN: Well I think they are really inter-related because education can be therapy.

CAROLYN: We create that philosophy of education because of the situation. I think it might be a good idea to find philosophies of education and find out how they fit into what we are doing instead of writing a philosophy that we feel. Let's take some educational philosophies such as the one you were talking about, options and decision making as key words. They still have some options in the nursing home, right, and they still have some decision making to do. So that philosophy fits. Lets take philosophies that the educational department is used to. Let's see how that fits into what we are doing. That certainly shows that we're not creating a philosophy to go in there. It's already established; this philosophy is already used in education.

BILL: Good point.

TOM: I was trying to touch on that too, the cultures of society have come up with the idea that education is a means to preparation; that seems to be very accepted right now. If you ask any 18-year old high school student what s/he is going to do with his/her education, s/he will usually not say, be an artist, but rather will say that hi/her education is so that, "I can get a job." I'm not sure that that has always been the purpose of education. I could make a case that it was concieved to be enriching and not vocational.

CAROLYN: Certainly people continue to read after they get their jobs and have careers in hand.

TOM: Some people even learn new things.

CAROLYN: Right, I mean we get the newspapers and magazines and we read books and we use the library so certainly your point is valid.

TOM: Some people become experts about other things in spite of their formal education. My future father-in-law has become something of an expert in electronics because he has this hobby working with trains and things like that.

JUDI: Do you think that is due to experience and hobbies or do you think that is due to formal education?

TOM: Well in a sense, he's read a lot and he's gotten together with people who know a great deal about this area and he learned.

LYNN: But we choose 7 of them that they are trquired to take, Those are the choices that we have made. We have said, "we have decided that you have to take these in order to graduate", so that's not a choice for them.

CAROLYN: You mean the state chooses for them.

LYN: Yea, I think that every student has to have a certain basic place to work from. And that is where the high school completion comes in. Everybody needs to know these certain things and have these certain skills in order to go on to develop these other things.

CAROLYN: Well I understand that. What I'm saying though is that Marge says that when we have a choice we're not going to pick the required courses, not in all cases of course, somebody might be a history buff, but in many cases, when you think about the required classes that you had to take in college, they were not necessarily the classes that you would like to take now or if you had the freedom to choose when you were taking them.

BILL: That is true if the orientation was different. I mean I was very goal oriented in college. I wasn't interested in taking courses I was interested in. I was looking for a professional education.

CAROLYN: But high school completion is a goal oriented situation as well.

JEFF: No, no, I thought Marge's point was just this whole idea of one of the arguments against this is that it is therapy and not education and the point is it could be therapy and it could be education both. I think that's what doesn't matter-so what if you took the courses for them, even if it's therapy--does that mean it's not education?

MARGE: Right. For example,they were supposed to get so many credits in English for their high school completion and yet many of my students have repeatedly chosen "Creative Writing" well after they have achieved their credits. They are repeating year after year for reasons other than just getting their credit. They are getting something else out of it.

JUDI: Even with our own graduates, the students that we have graduated, year after year come back to our program and take classes. Why are they doing it? Obviously they now have their degree-why are they coming back, why are they going back into "Law and the Senior Citizen", "Movies As Literature", etc.?

CAROLYN: Well maybe I have more of the required courses in my division,in fact, I have all of them except English and many of them do not go back into the required classes. They go into the "fun" courses They don't necessarily go into the required courses again.

JEFF: There is a difference there though.

BILL: There are other variables involved.

JEFF: I know there are some taking government over again. There are some taking history over, but I think for alot of people, that if you have had history once, its going to be history the second time too. It's really not going to be that much different.

BILL: Plus I would imagine that there's a difference in let's say the formal structure of a credit course of a serious course compared to a fine arts course. Possibly its that lack of struture that they are going after and maybe it has nothing to do with the subject content. There are many variables in there that you can say at this point have not been measured.

JEFF: Something like"Creative Writing" you could keep developing year after year after year after year, but "American Government"is different. If you knew you were going to get the same people you could change the content every year but knowing that you are going to get some new people you have got to go back to the basics and start over again and for some people that is going to be boring, but for "Creative Writing" it will be different each time you work with it.

BILL: Let me throw something new in here:in talking with Dr. Jurs, our evaluator, an interesting concept came clear to me. We are going in and we are going to do this detemination on these people, we are going to do a test, we are going to do an assessment, we are going to come up with a plan; we are going to run into people who don't have high school education, people who already have some high school education, some who will have diplomas; we are going to find people who can benefit from high school and then we are going to find people who maybe don't pass the reading assessment test;and we are going to say that these people aren't going to benefit from high school instruction;and then we are going to find those whose reading level is on a college level or something--all of this is included within our initial determination. Part of the structure of the project is to review these determinations on a regular basis either with conversations with the instructor or through re-administering the same test again in January...so there is going to be this whole process going on through the whole year. What's it going to mean to the people in the state department who are asking us to determine the potential for these people to benefit from high school education when in fact our instruments show that somebody who didn't pass the SDQAT but has shown more progress and more development through being exposed to these classes than a person who did look like initially they were going to benefit from a high school curriculum;or compared to the other person who has more than a high school education right now but has not progressed as much? Who is going to benefit the most? We are going to show that all these people are going to benefit, I mean that's the result we are going to come up with or we wouldn't be teaching these courses to them. That I think comes into this picture too. They are asking us to show who can benefit from high school and we are going to show them that it's everyone.

TOM: Remember when they came down from the state department and they called me in and asked me to tell them why we give credit for the "kitchen band"? Without preparation I was supposed to sell this thing to her. She was impressed not only that we were using basic musical things but that the effect it had on people was beyond the obvious effects that it should have on those people and in a few cases it even had an extra-musical effect that came from teaching music and having them get together as a group to play. I mean that seems to be a strong argument. So if we can in some way show that our program is indeed enriching peoples lives and helping them come to a higher quality life within these nursing homes and helping them maybe to assess their own lives and put them into perspective as well as learning new skill I think we will be able to show that we truly are educating.

BILL: Exactly. Regardless of whether it is a high school program or whether these people show they can benefit from a high school program or not, if we can measure change, improvement, improvement in quality, whatever you want to call it, then we have made our case.

JUDI: I personally don't think the state's going to buy that.

BILL: Well?

CAROLYN: I do.

JUDI: Not when it comes to funding.

JEFF: I've got a question about the state. Apparently they're not real crazy about the nursing home program yet they don't seem to have the same difficulties with the centers. I personally don't see that much difference. I want to know where they're at and why they have the problem with one and not the other?

LYNN: I think it is because of the abuse first of all. They have seen so much abuse in the nursing homes that people have taken it as an easy mark. So that now they are very leary of the homes. What we have to do is to prove that there is no differnce between the centers and our nursing homes.

BILL: But there is.

LYNN: Well the only difference is that they have less choices in the nursing homes.

BILL: There are other differences too. They are in the nursing home for a physical reason, generally speaking,a condition that the people in the centers may not have.

JEFF: OK,I'm going back to the purposes.

LYNN: But their physical things do not effect their education and their ability.

BILL: What about the drugs that they are taking?

LYNN: Well, I'm thinking of a convalescent center like Frenchtown, in particular, those people out there have a physical limitation. Alot of them are on drugs which do not effect their education. They are there because they cannot live in a home and take care of themselves. That's the only reason they are there-because they cannot live by themselves in a home. And you know, as far as their minds and education, it has no effect on them. There are some but not many.

CAROLYN: When you figure that people can get up, get out and either take a bus or get a ride somewhere, right there shows some capabilities where if you cannot live by yourself in a home, that right there puts a mark on you. It is not necessarily a mental mark but if you look at it in a wide scope then you can certainly see why they are turning on the gas or why are they doing crazy things like running away? It is a "self-esteem" mark perhaps.

JUDI: Do we know what the state department of education's philosophy of education is?

BILL: Have you ever heard philosophy from a bureaucrat? I want to add to Lynn's point that another reason that the department of education is concerned is that they are scared. They are not sure that they belong in nursing homes. They are not sure that education belongs in a nursing home. Up until now it's all within the department of health. So it is a brand new thing to them and they don't know what controls they should have. They don't know what trouble they can get into and those sorts of things.

WARREN: Yea, I've heard two types of testing procedures or two types of goal achievements that we have; one, would be that they should attain a certain goal of intellectual understanding and the other would be that they show improvement. Maybe we should test in both ways. Test for a certain level and test for improvement also.

BILL: Make a determination of what level they're on intitially and then watch whether they go through a new level?

WARREN: Well, have that in mind when we test and have a certain level in mind for high school; otherwise if they can't think, if they can't remember something from day to day, we might not be able to teach them anything and we might have to say, "well this person can't be taught on a high school level," ok, and the other thing is to test whether class work would improve their level.

BILL: Right. That's real important. I think we should do that all through. Regardless of what we find out and what we think we are finding out, we are going to find out other things too. What we should try to do is measure as many things as we can and then in the end, when we put all those things togehter we are going to find out what we measured.

Dick Smith, who is one of the top level people in Lansing, who was one of the reviewers of our grant, one of the readers of it, made two comments about it when I talked with him in Kalamazoo for ten minutes with John. He said two things: first, the main reason why he recommended the grant for funding was because it was built on coordinating all the practitioners in the aging network not just something that was going to benefit our program but we were going to in fact include nursing home staff in the development, and that we were going to provide workshops for other people outside of our own area; and two, that if we could come up with options of how to fund and how to structure programming in the nursing home they would love it because they don't have any idea for what to do.

How practical that is and how much that's going to mean in more money, hard cash, I don't know, but we have to pretend that it's going to mean something because that is the open door right now.

CAROLYN: I recently talked to this lady that works in a nursing home in Pontiac and last year when I met her I was telling her about our program and she told me this year that when she went back she thought I was absolutely out of my mind, I mean, you know, she couldn't see it for anything and she went back to the nursing home and told them about the program and she does in-service in the nursing home with the staff, that's her job, and they all thought too that that was kind of a wacky idea, well, somehow some program got in there this year, I have a feeling it is NCOA material and they took a group of 12 people with them and put them in an educational setting. Well she came back this year, I happened to see her at the same function this year, just in seventh heaven about what has happened to these people, what has happened to the staff...I'm wondering if there isn't some way we could use this type of information?

LYNN: I think we should take whatever we get measured and present it to them and let them figure out what is high school completion and what is not. I don't think we need to do that.

BILL: I think that that is basically true. I don't think we should get hung up on it, I don't think that we should have to conform ourselves to their narrow definition of what's happening.

TOM: What does the state consider to be high school education?

JUDI: It all depends on the local school district--we are suppose to be comparable.

LYNN: Is the end goal to get a job?

TOM: I consider a difference between a public education and a St. Mary high school education. What are Bedfords' criteria?

BILL: I don't know. Has Bedford ever done a study on quality of their high school program? What's Bedfords' philosophy of education?

LYNN: I don't know, I've never heard one.

TOM: You know it just seems that public education has come down to this situation where people have to go because they don't have any choice and they can only put in their time whether they learn anything of not and they get their degree..

JUDI: But they don't have any choice. Going to school is law.

LYNN: But they are finding out that the public schools are not doing the job either because kids are graduating and they can't read so you know I don't think we need to go really heavy on that because the public schools are not doing it either.

BILL: So we are talking about something that even the traditional schools can't agree on.

CAROLYN: But you can't say because they are bad, we are bad or that we are going to be just as bad as they are. I don't think you can do that.

JUDI: That is why I think a place to start would be to find out from the state department what their philosophy is so that when we are finished here we can take what we've developed and our philosophy and see where it fits in and whether or not we are going to sell it to them.

CAROLYN: That is what I suggested.

JUDI: I don't think that we should let that influence us though as we go and develop our own. I think we should get ours and get this and then take it and compare it to theirs. Let's not let them influence us to begin with. Let's develop our own.

TOM: When I talked to this lady from the state, I contrasted and compared briefly my kitchen band and what we were doing to the same things that people in Bedford High School Choir are doing--both leave knowing really more about the basics of music. I mean it's all this kind of education-by participation-education by experience type thing and my class is easily doing much more than that class is doing.

BILL: That's the reason I need your resumes because if we're going to base what we are doing on statements like that, "that I as a professional am saying that this class, that this process is in fact superior or at least of quality to...", I need to have things down in writing that prove you have some credibility for what you are saying.

LYNN: I think another philosophy that we might want to look at is the philosophy of the continuing education. We've seen several of them and we really fit into that.

BILL: Yes. Lifelong learning is the concept I feel best describes our motivation.

APPENDIX D

Staff Journals

STAFF JOURNALS

IQE - RESEARCH and JOURNAL

July 29 - I've finally decided to sit down to the typewriter and get my thoughts down on paper before they escape me concerning all the readings I have done this first month into the grant. I've read several selections--books, papers, articles, etc. and feel very satisfied that I've expanded my horizons a great deal already. I've purposely chosen readings that pertain to my area of teaching and with each that I've chosen I've come away with new approaches and ideas and wonder why I haven't read such things sooner.

I will begin with where I am at this very moment then regress to give my reactions to readings I've done this past month.

This last week has had an ironic twist. I picked up the paper Thursday and immediately read the obituary column (I'm sure I'm not the only teacher in our program that reads the obits first--it appears that people "in our business" look out-of-habit to see if they've lost any of their clientele. And occasionally we find that we have.) This week I lost a student at the Lutheran Home. I can't explain the feeling that came over me, but I've become accustomed to the fact. In the course of my three years I have lost seven, all in the convalescent home setting. Some have been easier than others because we haven't known each other as long but this lady was a loyal two-year student of mine--one that I looked to as a pillar of the class. She was a great contributor and "always there". She was also active and happy to the day she died. Probably because there was no obvious warning signs when I last saw her, that it made it harder to comprehend also. The irony comes in the fact that I had put out the book, Death and Dying, for this coming weekend to begin reading when the opportunity opened up. I didn't realize it would coincide with the very day I would be attending the funeral of a student. Now that I have started the book I find it difficult to put down and I'm barely into it.

I am curious to see as I read any parallels that might exist with my own experience. For I have viewed the passing of those seven students from three view points: first of all, how I feel; second, how it affects the other students in my class; and thirdly, how the patient prepared him/herself for the inevitable. I will report more on my findings later.

November 24, 1980

SOME REFLECTIONS

Many of my thoughts as of late, have been directed towards teaching senior citizens;
MUSIC

And how to best accomplish this task. It would seem that most students bear the same problems for a teacher. Namely, how can you best present the knowledge or skill you are teaching and effectively help that knowledge, or skill to become "theirs"

This goal takes a very individualized path. Particularly in an academic area, such as music where what a person knows instinctively is based upon past experience, or cultural background. But these are some general considerations that should be taken into account when dealing with senior citizens, and this is what I want to briefly discuss in this piece.

First, in order to teach seniors effectively, we should realize that we are dealing with a different concept of education. It can be safely said that our society generally thinks of education as preparation. At the end of life this concept is really impractical. Most of the people we are dealing with in nursing homes are too ill or handicapped to be out in society, and will probably live within the walls of these nursing homes until they die. A concept of education must adjust to this. We should focus on reflection rather than preparation. Whatever we are teaching in nursing homes must somehow help these people deal with their past. We should help them understand and appreciate the times that they have lived through, as we present them with new skills or knowledge.

Also, I believe we should concentrate on enriching our students lives, concentrating on specific goals and skills. We want our students to exemplify, but we should keep these skills within a useful context; for example,I have set for any student the goal of instrument and style recognition by the end of the term. My students will be able to tell barbershop music from choral music, or a trumpet from a flute, etc. This is a very specific goal, but it is in keeping with the kind of skill they can use. The more they can hear about the music they are listening to the better they will enjoy and appreciate it, thus it will enrich their lives. To pick some goal that is not realistic is an effort in futility.

Finally, it should be remembered that in most cases, these are the last years of our students lives. They have been through decades of the joyful and sorrowful experiences that make up life. It is not the time to introduce them to another unpleasant experience.

We should try to make our classes enjoyable because at this point in life they deserve it. This is particularily true within music because so few people have had the opportunity to study it. One could easily force them in over their head. But if we take it slow and easy, helping them enjoy it,they will be able to enjoy more and learn more.

Thomas Schow

11-17-80

The class started at 9:15. I was there 20 minutes early and began to write messages back and forth between (a deaf mute) Cindy. We began to discuss color until I got carried away trying to teach her some grammar and lost her attention. No one else showed up, so at 9:15, I started out after other students.

One that I came upon was Ester she was wandering the halls. She had missed most of the first classes, but had made several this last month. I asked her if she was going to be in class and if she needed help to get there.

> (Her response was that she wasn't allowed to do something or go somewhere that she wanted to and that she decided not to go to class because she thought that not to go to class was the only chance that she had to make a decision.)

11-18-80

There is very little round-up of people that I do here because the students are always sent to us. A few are always by the front door, and come down when I get there. Dee wasn't up when I came and I got an aide to help ready him. We almost always start by serving coffee. This is something that we can't do at all of the homes due to bladder control. We talk for a while over the coffee. Today I brought a double album to play during class. On the album sleeve was a pattern which I made a point to discuss with everyone, because it related so well to what we had been painting.

The crafts project that we were working on was simple, but difficult for some with dexterity problems-everyone worked diligently and those that got finished first helped others that were behind.

O.k., what we seem to have to deal with is the keeping in motion the minds of these people in an ever expanding spirit for the quest of knowledge.

What they have to deal with is their changing physical conditions and cultural roles.

1. To teach explanation or to increase the culturally accepted knowledge
2. Ability to apply this knowledge back to everyday existence. Is this correct, or is knowledge an end which promotes everyday existence? Is knowledge an end.

November 12, 1980

INSURING QUALITY EDUCATION IN NURSING HOMES

11-11-80
Morning Class from 9:30 a.m.-11:30 a.m.

This class is always generally prompt about its attendance and was also yesterday. In this home there is something different from the other homes, the halls are narrow, and there are no large open spaces.
We all bounce around in those skinny halls and intimate, small rooms.
Two weeks age I talked with Litea & Eva about their friends on other floors, and said that Litea, once in a while would visit the third floor. Eva said that she had a good friend on another floor, she visits that friend once a week.
Well, this weeks lesson wasn't very good. The class didn't understand what I wanted to do, and just wasn't with it either.
Peter...wanted to get in the steamroom constantly. He was up and down all period. There was no coin flipping, but he went to the restroom more than once and left early.
Most of the others worked at something for a while and left early.
The class broke up when Eva and Litea left. I believe that they need something more figurative to keep their interest. Most of the people drew real images, when left alone.

November 14, 1980

Here is a home of major concern in vitality, my vitality.
As in Monroe County there are some young people (50-70) with active minds and active bodies. So many of these people I know, and so many I know aren't coming. Have been there 1/2 hour early, and rousting the people. More came on time. A week after one of these early visits brought Olive Todd back to class after a 6 or 7 week absence. Now that she is there, she needs a purpose. Some of the classes have been slower, with little to do, or the fact that the preparation has taken so long, leaves the people without activity. The class is also spread apart so far that there is little chance to draw them together.

November 17, 1980

The class started late as usual. There was very little semblance of a class until say a half hour after the starting of the class The people were slow in getting together. People were still coming in 45 minutes after class began.

My assistant came in late or just about the time the class would start.

My preference would be for the assistant to come in early in this home because it is in the morning. The patients or should I say residents, are quite often still asleep and have to be bathed and dressed before they are brought to class. It seems as though for a while at least someone should be there early enough to get the people in the class started on time.

Opposition to this idea is the rememberance that many students leave early because of exhaustion, boredom, or other physical problems. I can't and I don't try to stop, not very often.

Alice worked diligently. I tried to impress upon her the need for more than one color other than white as the background. She didn't respond. I painted on her work. Did she take offense to it? Did she gain by it...I don't know, but I think not, and I fear that she might feel less accomplishment by not having painted it all herself. How much cautious is she of things like this? Will I loose her next week? Will it be because of my painting on her picture?

Alice worked on her painting when I helped her. Minnie didn't do much. She didn't feel the depth of design and couldn't work into the piece she had started so well as the week before.

Esther did well enough, but didn't work fast.

Cora looked beautiful, but didn't work diligently. She is new in the home. She would do something however when left alone with some direction.

May plodded along and was disoriented (stroke) this was the third week of her two color design. It is good, she gets weary, she tries hard. Good for her.

Marie didn't come to class again. She was high spirited when I saw her in the hall. Is she one of those person's that is exercising her right of not participating in the activities? One of the few rights left. She does like to be in control. At Minnies birthday party, she was around people who were quiet cynical. She was going at them (especially one) more than visa-versa.

Cindy was off on her own with an earlier house project. The repeat lesson (design), that we were working on didn't relate, or interest her.

Tom Schow's thoughts regarding testing in Music.

July 8 (or therabout)

I met with Dr. Pat Tallarico, who is head of the Department of Music Education at Bowling Green State University. After we chatted for a while (most of this was me explaining to him the problems that one encounters teaching Senior Citizens, which is an aspect of Education he has never encountered), I asked him what tests he would recommend for screening our students. His first recommendation was the Musical Achievement Test by a man named Cowell. His argument was that all music screening tests were achievement tests and that this was the best music achievement test. But, as I felt that we needed a respected aptitude test I asked him for the best one he knew of. He recommended the Music Aptitude Profile by Gordon.

Besides these two leads, Dr. Tallarico made some very interesting comments during the course of our interview. As I explained some of the problems that we face in teaching Senior Citizens, i.e. difference in background and interest, physical handicaps, blindness, etc., he said that it seemed to him that the instruction should try to be geared to the individual as much as possible. This point, added to the frustrations I experienced in having to give grades (as I explained to him) prompt him to suggest that I should possibly restructure my course using modules and then rather than giving grades just grant credit to those students who successfully completed the materials within the module. I thought it was a good idea.

Within that same week

I went to the Bowling Green Library to search out the two tests recommended to me. The library didn't have a copy of the Cowell test, but did have a copy of the Gordon test. The Gordon test seems to fit our bill. It is broken into three parts, Tonal Images, Rhythmic Images, Musical Sensitivity. What basically happens is that the student listens to one small piece of music and then another and is asked to compare the two by stating whether the pieces were similar or not. The same is done with the rhythmic aspect of the test, except the student states whether it is faster or slower, etc. The Musical Sensitivity is done by playing the two pieces at different dynamic levels or putting a different ending on the selection asking the listener which was better. It seems to be the best choice because it demands an easy clear response and has been widely used and accepted.

July 17, 1980

I wanted to get in touch with Dr. Edwin Gordon to ask him if he thought his test could be validly used on senior citizens. After calling his former school, the University of Iowa, I discovered that he is now on the faculty at Temple University, Philadelphia. I got him on the phone and he seemed to think that the test would work. Recommended, because of the length of time the test normally would take and because of the age of the students, that we cut the test in half. He recommended that we use sections T1, R2, and S1. I then stated that we would probably have to enlarge the answer sheet because it would be too hard to see and he recommended I do so, but be sure to write for permission because of copyright. Most exciting though, was that he offered to help us grade and evaluate our scores. That will greatly help us when it comes time for fixing a cutoff point between credit and non-credit students.

DAY TWO: MAY 13,80.

One of the crucial elements of my new position here is to encourage,contribute to, reward for, teach how, facilitate, provide examples of DOCUMENTATION!

The collection of data as we progress and develop this program is as important as the end product-the training manual-the reason being that if you truly expect to build a model that will be replicable you must capture the building process. Think of how hard it is at times to follow written direction when constructing a model-no matter how clear the author thought s/he was expressing the process to follow in order to complete(properly) the step at which you are working-sometimes it just is not clear. I fear the same dissonance is to be EXPECTED from practitioners as they try to follow our directions in order to copy our model. How to avoid this?

Two thoughts so far:

1. to make the training manual a text which is designed to be a self-contained teaching tool-make it self-educative-Macholm Knowles style-with readings,bibs,case studies,consider "education at a distance" material.

2. to build in time and equipment for staff to record their "discovery" process formally and to keep this material updated for constant reflection.

MAY 14

Two people have approached me in the last two days about looking for publishers for materials that they have or are now developing--one was poetry from an activity director in a nursing home and the other was a guide to teaching creative writing in a n.h. from a teacher with four years experience at doing such.

Ann Arbor is the small press capitol of the U.S. and we plan to take advantage of the connections we can establish.

I spoke with Marge Van Aucker yesterday re. teaching in n.h.s and my plans to teach"social studies:our changing civilization". She identified a problem with some folks who don't seem to be able or willing to fantasize. She did say that she thought my idea of using children's literature would be very effective in capturing the students attention. ACCEPTENCE was her key advice to me--I would need to be accepted by the students before anything would work.

Our training manual needs be able to be read and understood as oppossed to being read and copied. There should be a realization process that occurs in the reader that what s/he is reading is causing a change to occur in the way that s/he thinks about goals and motivations which will guide his/her actions once s/he begins to practice the training material.

MAY 20,80

I am becoming familiar enough with the grant and the proposal to feel comfortable. The grant is very straight forward and will not be difficult to administer. The time allotment seems to be very practical in its flexibility re. staff and tasks. The proposal is a different story. Initially, the title gets us into trouble right off: we can not "insure quality" anything-we can try-if we are good we will build a good program here and perhaps someone will be able to replicate it elsewhere. The proposal is a sleeper in that it appears that it will be fairly easy to do what we say we will but the problem arises when we try to "insure" it happening and that when and if it does get copied that it will result with the same "quality" as ours did.

A magazine--a literary, teacher, resource ,oral history , advocacy, poetry, manual dedicated to advancement of communication and growth in the aging network.

JUNE 10

I met with Steve Jurs this p.m. to begin to discuss his role as our official evaluator for our project. He seems to have a basic grasp for what we intend to do,namely, validate our educational efforts with the student and the instructor.

He suggested a number of existing tools which have been used in therapy with mental health efforts which may be applicable to our project. He will submit a report to me in the first week in July which will outline the procedure which he suggests we follow in order to insure valid evaluation.
He also has information re. the National Diffusion Network which he will share with us. His general feeling is that they require a very clean project before they will associate themselves with it. He does suggest that we be aware of their criteria and therefore will be able to proceed in a manner which if we want, we will be able to satify their demands.

He also suggests that we be aware of "unexpected" or "unrelated" results of our efforts and that these may support the worth of such programs even as they do not apply directly to results from educational efforts.

I will develop an outline of: the final report and the training manual now so that we have a concrete guide to assess our progress against.

JUNE 24

This morning as I rode to work I listened to the tape from our staff meeting last thursday. It is very good. It seems to touch upon the very basic issues which will govern our efforts with the grant. The quality of the staff is made evident by their reflective and insightful comments.

I will have Robin type up the tape, then I will edit it with her and add clarification when needed, then we will have to get permission to use it and its contents from the staff and from Aaron because I want to use it as part of our first quarterly report.

Besides a manuscript (or two) I will include:

Correspondence
description of how my time was spent-meeting with such and
such, consorting with consultants, attending workshops,ect.
outline of training manual
outline of final report

In addition to quarterly reports,the final report and the trainning manual can/may all be based on the very same material,i.e., an organic collection of how we went about building a quality program thus enableing others to have more to copy than a manual but will also have a model of the process which we went through, which one can assume they will need to go through in order to "Insure Quality"

In other words, perhaps the more important model that we are building is not the end product but is the process-the concerns,the identification process, the problems , the shortcomings, the joy, etc., because it is near impossible to provide clear and concise directions which lead to completion of a product unless you include a consciousness building-an educational process-a self-growth experience-because that is our true nature--we are not copiers, we are creators, and especially as educators we need to understand this process so that we can try to get it into practice in our classrooms.

APPENDIX E

Critiques of Readings

CRITIQUES OF READINGS

Now to regress to the other readings I've accomplished recently. I skimmed The Culture of Narcissism by Christopher Lasch, except for the section titled "The Shattered Faith in the Regeneration of Life" which I read twice. I am in agreement the society forces the elderly into feeling useless by early retirement. Companies place the accent on "new blood", new ideas and approaches, on greater productivity by younger people. And they compensate for getting rid of older employees by convincing themselves that the retiree now has freedom, lots of free time to enjoy and this "reward" is a great service on their part. When in reality the company may be signing their death notice. I've seen some retired people fail at coping with their new freedom because they can't get organized. They can't get started on all those projects they've waited so long to do because they don't know where to start. They have no immediate goal or responsibility or motivation. This is where a program such as ours plays such a big part in giving the students in and out of the convalescent home simply a reason to get up and get going every day. When they have one basic goal others fall into place, the momentum being created. We provide a goal (diploma, possibly) and provide an interest (continued learning).

Two other very helpful readings I've done were "The Use of Life Review with Confused Nursing Home Residents" and I Never Told Anybody, Teaching Poetry Writing in a Nursing Home, by Kenneth Koch. I was pleased to discover that the article pertaining to life review suggested approaches I've been using since I started such as audio-visual to stimulate the senses, reinforcing positive elements of their past, recalling events of their personal lives, etc. But the book by Koch probably excited me the most for I discovered that while he was writing it, I was teaching the same type of people, using the same methods and unbelievable, even the same topics without even knowing the man existed. This makes me feel that teaching in our situation depends on the instincts. I naturally gleaned a few ideas from his book that I'm anxious to try but moreover my mind began to flow and I created from my own imagination 19 subjects for my creative writing classes which happens to be one whole semester--very productive outcome from reading one little book.

I also read two articles: "Wilma (Independence) Donahue" from Modern Maturity, April-May 1980, and "Dramatic Activities for the Elderly" based on a handbook by Shirley Harbin. The later is a very usable piece in many of my classes and provided me with a great deal of material. The article on Wilma Donahue was informative and I discovered that she trained most of today's leaders in the field of aging and is preparing the agenda for the 1981 White House Conference on Aging.

PARALLELS FROM DEATH AND DYING TO MY OWN EXPERIENCES IN A N.H. SETTING

Aside from what I've already stated about the need to talk about the finality of their condition, I recognized several more parallels between N.H. residents and those featured in *ON Death and Dying* that we should be aware of.

1. N.H. patients have a reverance toward death. They have a clearer understanding of the process leading to death. If one of their convalescent home "family" is dying (and this may be months before the dying has taken to his/her bed permanently) the residents appear to understand the impatience, anger, worry, etc., that the dying member is encountering. They may explain to you in hushed tones not to be offended or angry by the dying member's emotional change or outburst for this is all to be expected.
   I called the N.H. residents a "family" for they have the same structure. The caring and sharing, commiseration, understanding and love most have for the other stems from the common link which is the mental or physical disability that brought each of them together. Actually a dying patient receives more of what he/she needs emotionally from the N.H. family than probably from his/her own real family.
2. Another common denominator between this book and my experience is the obvious strong faith most of these people possess. Many bring God and their religious convictions into their conversation or writings. Apparently the stress of the situations either "makes or breaks" the faith and in most cases, it strengthens it.
3. For my entire time teaching in a N.H. setting I've been continually disgusted by what I call open disinterest among N.H. staff members mostly aides. Sometimes they don't seem to care much and ignor needs amongst the patients. The book opened my eyes to the fact that *perhaps* (though I'm not 100% convinced) their "disinterest" is instead an invisible shield constructed

around themselves to protect themselves from what they cannot cope with. If they can't accept death or the possibility that they themselves might be the future occupant of that wheel cha they can't submit themselves to being in close contact with those who are experiencing it now. So they ignor and refuse to admit to the situation that exists which is precisely what the patient doesn't want.

4. As for myself the book had a very beneficial effect. At the moment I feel it left me with better coping skills in my personal and professional life. I have a greater understanding of what my students face and feel what I've learned will sharpen my own sensitivity.

Marge VanAuker
July 1980

Life Review Activity with Confused Nursing Home Residents

It is quite interesting that mostly positive thoughts were put forth by the patients in this study. Would negative or harsh memories be detrimental? I believe so. These people are being drawn out of their shell. Positive reinforcement will bring them to the surface. Only the resolution of something negative would have a helping effect. At such a late time in life is it possible or likely to be resolved, in other words, what is the batting average.

Acceptance of what was is also very important.

The Milieu Therapy

It seems interesting in that it might be adapted to my art class. The students at the moment are still quite dependant upon me. As far as I can tell, they won't be producing art this summer because they don't have paints, acrylics, paper at their disposal. Would they be able to deal with the paint mixing and clean-up on their own? Have they a strong enough idea of art to continue, or is it just drive that is needed?

There are many drawbacks in my class at the moment. How far can I go with this method? They have to deal with both motion skills and creativity. Will this method be adaptable to creative decision making?

What about the people that have not regressed to that point? Is it ever to early to start? The entire process seems like teaching children. Its the settling of expectancies also, such as "What is the right way to eat. You're expected to use some manners when you eat." These are the ways that we teach children.

JOURNAL

Judi Schneider

6-20-80

The Use of Life Review Activity with Confused Nursing Home Residents,

Jean M. Kiernat

"The loss of old age may pose a threat to the self-esteem of some older individuals. Previously active and engaged persons may experience a discrepancy in self-concept as they experience losses in competency. Reminiscing and life review may provide ego support..."

"The impotance of maintaining self-consistency has also been stressed, as older persons become more psychologically disengaged they strive to reaffirm who they are. It is in the way that the self is defined as unique, special and worthy."

"Nursing home residents as a group experience considerable personnel and environmental stress. Their self concepts as competent individuals are challenged by decreasing physical and/or mental skills and the loss of meaningful relationships."

Leader of life review groups becomes learner and the group members provide the learning material. Our teachers have experienced the same feelings, the classroom atmosphere becomes one of co-learning. In-service teachers on the importance of reminiscing to assist students in achieving integrity and increase attention span.

Adult Education: Key to Longer Life

Cross and Florio

Fifteen year follow up: Better educated people live longer than others. Relationship between longevity and extent of education - doctorate masters - bachelors degree.

I. Education provides: social and emotional involvement, intellectual stimulation, provides means by which individuals can adapt to change.

II. Ability to learn vs. the Younger student: Learning capacities do not diminish with age. Intellectual ability remains normal until very advanced years.
Ability to learn at ages fifty and sixty about equal to that at age sixteen.

Summary

Your never too old to learn. Learning capacities do not diminish with age. There is a distinct relationship between longevity and the extent of education.

Education for the older adult can provide intellectual and emotional involvement which increases the ability to adapt to change. Education provides a second lease on life and the opportunity for a second career. It allows for the development of both mental and physical muscle.

With loss of family and perhaps loss of spouse many older adults become self-preoccupied. For these people education may become the tool for which they can become a viable part of their community.

6-22-80

Always relate what is done to the interest of the child

Dewey

"The primary need of every person at present is capacity to think; the power to see problems, to relate facts to them, to use and enjoy ideas. . . . education is not a means to living, but is identical with the operation of living a life which is fruitful and inherently significant. The educators part in the enterprise of education is to furnish the environment which stimulates responses and directs the learners course."

"Knowledge is humanistic in quality not because it is about human products in the past but because of what it does in liberating human intelligence and human sympathy."

"Education has no more serious responsiblitiy than making adequate provision for enjoyment of recreative leisure; not only for the sake of immediate health, but still more if possible for the sake of its lasting effects upon habits of mind. Art is again the answer to this demand."

"...finding the material for learning within experience is only the first step. The nest step is the progressive development of what is already experienced (adult learner?) into a fuller and richer and also more organized form, a form that gradually approximates that in which subject matter is presented to the skilled mature person."

Three Historical Philosophies of Education

W.K.Frankena

"Aristotle believed there are two methods to learning: A) habitation or practice, B) instruction or verbal information. Aristotle believed art was taught by doing (or practice) not by instruction. Drawing provided a kind of knowledge, it helps one to form correct judgements of art objects and furniture. Drawing makes one perceptive about beauty of form and figure."

Kant believed education is to go on only until the youth has learned "how to live as a free being" and then stop. Kant could never be an advocate of adult education. Education was for men only.

Half-way House/Therapeutic Comm.

Where is education and what would it be?

There are certain workshops and discussion groups mentioned here for the improvement of dealing with the world in a new situation.

Many people never did get a formal education and might benefit. The courses that I teach are enrichment courses.

High School is a stepping stone set-up for the young. It is an admirable goal for many senior citizens now, because many haven't had the opportunity to aquire that degree when they were young. What happens in 20-30 years when that is no longer true? Should education for the elderly end? Of course not. They have specialized needs (as do every minor group how ever large). Education is among them. Some subjects might be similar to high schools' but interests are changed.

The new line of thought is whole life education with classes for the elderly just part of it. Reeducation for new technology, career changing ed.,changes of life education. These cannot all be degree oriented. This doesn't mean that they're not goal oriented. Want and need for learning produce as good a student as driven to learn students. Senior citizens that return to school want to learn. Let's help them find something worthwhile to learn.

U of M and Wayne State University
Institute of Gerontology
Resources in Aging
"Social Interaction Groups in a Therapeutic Community
Lena Metzlar

Exercise Therapy

The object of this therapy is to strengthen muscles and keep the residents flexible in as many movements as possible.

The methods used should be fun and entertaining. Games with balls seem to work and light balls on a string (punch balls).

Brief Reactions to Readings

Use Both Sides of Your Brain -

I found a segment in this book that I thought would be interesting to pass on to seniors in all my classes. It pertains to mental ability and age. This is the reason for my request to duplicate pages 58-65. Also included on these pages is a memory game (mnemonics) that I think the seniors would enjoy trying.

Consciousness: Brain, States of Awareness, and Mysticism -

In "State-Bound Knowledge" by Roland Fischer, I discovered the "tea-soaked cake"theory to be the same approach I use regularly with my nursing home students. In this theory it states that early memories are triggered when a particular sense is aroused by a certain stimulus. In this case it was tea-soaked cake that brought back a flood of memories of childhood. I use all the senses in teaching my class in order to rekindle memories and it has always been a successful means to a end.

I found "Hypnosis and Dissociation" interesting personally because I have had the opportunity to be hypnotized several times.

And I think the effects of isolation on an individual as pointed out in "Social Isolation: A Case for Interdisciplinary Research" is a strong case for the support of the value of our type of classes taught in a N.H. environment. Even though our N.H. residents appear to be surrounded by people constantly and have little privacy, they still experience an isolation in their minds. It is necessary for us to break into this isolation and provide a stimulus. As it states in this article the example of Burney who spent 526 days in solitary confinement in a Gestapo prison and is quoted as saying, " I soon learned that variety is not the spice, but the very stuff of life. We need the constant ebb and flow of wavelets of sensation, thought, perception, action and emotion, lapping on the shore of our consciousness..." (p. 162 of this book)

APPENDIX F

Viewpoints of Education

VIEWPOINTS OF EDUCATION

SYSTEMATIC PHILOSPHIES OF EDUCATION

A. The two clearly defined schools of Ed. Philosophies;

* 1. Dewey, John - "progressive education"
"reconstructionism"

2. A more conservative group
"Perennialists", "Traditionalist", or "essentialists"

B. Schools of thought long familiar to philosophers having significance for modern education:

* 1. Pragmatism
2. Romantic Naturalism
3. Idealism
4. Naturalistic Realism
5. Rational Humanism
6. Catholic Supernaturalism

Modern Philosphies of Education
Brubacher 1950

Philosophy begins with a premise which is held to be true...

> "If this is true, where are we to look for these universal, fool proof philosophical premises? Certainly there seems to be little point in looking for them in the history of western philosophy for if there is a field of knowledge that involves more disagreement on basic issues than philosophy, it is hard to know what it is. Whose premise are we to take? Plato's, Aristotle's, Locke's, Kant's, Hegel's, Descartes' , James, Dewey's - whose? How are we to know which of these to select? While all of them may be mistaken, there is no possibility they can all be right, for they are deviously contradictory of each other in many important respects".

p. 12 The Philosophy of American Education
G. Max Wingo 1964

"...in the analysis of each tradition we will begin with the specific proposals of that tradition for educational objectives, curriculum and method.

...what is proposed as the aims of the school?
...what kind of program should be carried on?
...what kind of teaching methods should be used?

p.16,ibid

"It is argued further that by METHOD we mean a means to an end, and unless we are aware of what ends are to be achieved, we are in no position to make any judgements about how they are to be achieved. What are the ends of (wo)man:

> pleasure, success, happiness, spiritual salvation or what?

Consult this sociologist and you get no answer. Consult the anthropologist and perhaps you can get information about how this matter is concieved in various societies, but you do not get an answer to the question asked!"

p.19, ibid

"Education concieved as preparation for life lacks the learning process within a vicious circle...(opening sentence)

p. 3
Meaning of Adult Education
Eduard Lindeman 1926

"...since studies can no longer constitute a definitive "whole", handed out to and recieved by a student before he/she embarks on adult life, whatever the level of his/her does so, educational systems must be thought out afresh, in their entirety, as must our very conception of them".

(Preamble p.xxxiii) Learning to Be,
Faure 1972

PHILOSOPHY OF EDUCATION IN THE SENIOR CITIZENS ADULT EDUCATION PROGRAM

by Carolyn LaVoy

Philosophy of teaching with the senior citizens is a task that is more difficult to write when you are emotionally involved in the program as opposed to being new to the program.

By the definition of philosophy, a study of the process governing thought and conduct, the personal aspect of philosophy is immediately brought in. Therefore three words come to mind - sharing, acceptance and motivation.

Sharing ones self with the student helps weave an emotional and intellectual component together to form a type of bond in the classroom. Using elements such as participation, interpretation and self as a legitimate object of learning to achieve this goal.

Acceptance of self and subject matter by the students is an ingredient which is the key to performance. You and your materials are a category in their lives. The climate of support and the understanding you give will enrich their lives.

Motivation is a need to learn with better performance, with material that is relevant to their interests and needs. The participation in class brings about an emotional and educational aspect that causes growth and understanding of ones self to produce a whole and complete person.

PHILOSOPHY OF EDUCATION
Judi Schneider

The American System of education is in a state of ferment and turmoil that reflects the profound changes taking place in our society. Education must change in order to ready its citizens to confront constantly changing conditions and to become adept at solving a wide variety of new and difficult problems.

In todays world, it is not sufficient for education to rely solely on the three R's. Developing reasoning power, logical ability and appreciation of individuals and their contributions to education are urgent educational goals.

One of the basic educational goals is to impart knowledge. Before we can achieve this goal we must define knowledge. Websters New World Dictionary defines knowledge as: the act, fact or state of knowing; range of information, awareness or understanding; all that has been perceived or grasped by the mind; learning; enlightenment.

Knowledge can be learned through books, lectures, teaching, etc. but there is also firsthand knowledge, gained and tested in one's own experience. Dewey's claim is that knowledge gained firsthand or that which is learned and employed is an occupation is "moral knowledge". While knowledge acquired through a prolonged education is virtue.

It is through the definition of knowledge that we can then begin to think of education for the older adult.

Recognizing the older adult as an individual with the knowldege gained through life experiences is coming into the educational system to share his knowledge. It is our responsibility as educators to provide a co-learning environment so that all knowledge can be shared between teacher and student. Wherein we can weave both the emotional and intellectual.

This knowledge sharing can be obtained through reality centered teaching which recognizing reminiscence (life review) as an effective educational tool.

"Education implies teaching. Teaching implies knowledge. Knowledge is truth. The truth is everywhere the same. Hence education should be everywhere the same." Robert M. Hutchins.

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Marge VanAuker

Philosophy: I have had more experience in my life time with older people than I have had with children. I was the youngest member (youngest grandchild, consequently youngest niece) of a very "old" family. My childhood was spent growing up amongst active grandparents, great-aunts and uncles in their households which were the homes of their ancestors. Parlor organs, privies, cook stoves, home-made butter and cottage cheese, barns and Model As were common to me and I thought every child my age was being exposed to the same things. It wasn't until I reached my teen years that I made the discovery I had been wrong. In my early adult years I realized the rare and wonderful childhood I had had.

I unknowingly as a child was observing the aging process in people I loved and felt comfortable with and learned many lessons firsthand which now I recall and am beginning to understand.

Because of my background I feel I have an edge in working with senior citizens in our program, both in convalescent facilities and out. All my marvelous older family members are gone now and their various exits out of the world from illness or simply old age are also stored in my memory. I am only now, with the exposure I've had to the study of aging, beginning to understand all that I saw.

The aging process intrigues me. I am interested in learning more about it not only for the sake of those I teach but for my own sake as well so I will hopefully better understand it as I live it. The place of aging in society worries me. So much of the population is still ignorant and conforms to the youth oriented society. I feel fortunate to be a part of this developing new study of the aging, hoping that by the time I take my place as a senior citizen others will better understand and accept this honorable position.

I have had great opportunity in my work to see the facilities and opportunities available to the residents of every convalescent home in our local area. Although I feel they rate satisfactory to very good, there is room for improvement in all of them. I feel this grant combined with this particular staff of experienced people can make some of these improvements come to pass. I am thoroughly convinced of the value of our program to the residents of these homes for I have seen the growth in my own students over the past three years. There is increased mental and physical dexterity, an increase of selfconfidence and selfworth, an increased interest in the world outside the home and a definite attitude toward accomplishment and attainment. I appreciate the opportunity to work under this grant and approach the possibilities with excitement.

ADDITION: THOUGHT ON THEORY OF EDUCATION

Following along the lines of our past discussion on our theory of education, I'd like to pass on a great quote I heard on T.V. recently -

Woman interviewer: "Tell Me, what is your theory of education?"
Man Interviewee: "My theory? Ah - why, I'm for it."

It drew quite a chuckle from me after all the discussion we've had on such an abstract subject. And the more I thought about the quote, the more I liked it. It's such a simple answer that says so much. Putting down a theory of education is difficult because it's so nebulous. It's not easy to tell someone why the aura we've created through creative people using creative ideas and approaches in a Nursing Lome setting works. Philosophy is not my bailiwick so it's that much more difficult for me. My philosophy is so simplistic - trial and error and if you find something that works, use it!

Education in a Nursing Home setting follows the right theory if the end results are: 1) tapping latent potential, 2) stimulating once active minds and rejuvenating them, 3) restoring confidence, 4) fulfilling needs - mental and physical, 5) providing fellowship, 6) establishing a contact with the outside world, 7) putting challenge back into life by providing a goal. All of these are suggested in Dr. Howard McClusky's "What Research Says About Adult Learning Potential and Teaching Older Adults." I feel our program follows all these strategies and that they should be incorporated into our "Theory of Education."

Marge VanAuker
July, 1980

PHILOSOPHY

When one thinks of Education and its purpose, I believe the first definition that comes to mind, is that education is preparation. One goes to school so that one can learn a trade, or skill, or gain some knowledge that will make him marketable. There is no doubt in my mind, that this concept of education is by far the most widely excepted thought on education in our society. But is this an adequate definition? I think not.

Socrates is attributed to have said that education is for the good of the soul. Maybe a more relevant way to say this would be to say all education is for the quality of one's being. I think this broader concept is much more helpful because it takes into account that one of education primary purposes is to prepare children and young adults, but it also leaves room for the concept that education is an on-going, life-long process. A concept that I believe in strongly.

There are many examples of this, particularly within my disipline of music. There's the man who at age 45 began to study voice and was singing with the Metropolitan Opera 10 years later, or the pianists Rudolf Seikin and Authur Rubinstein who are both still learning and performaning music even though they are well past 80, or the long list of conductors who worked well into their 90. Authur Fielder is a well known example. The list could go on and on, filled only with the names of famous people. How could we even begin to count how many people begin to become involved with new activities when retirement gives them the time.

This all goes to prove how the human mind can still learn and function all through life. But I think education even takes a broader perspective than this. As education has prepared people in their younger years, within their older years it can help create a deeper understanding of the life that has been experienced and help people to cope with what their life has been and understand the times that they have lived through.

This is why I believe Nursing Home Education to be so important. At a time in their lives when people have more time than anything else, to help them reflect and put their life into perspective, as well as teaching them new things that they have been curious about all their lives is a great service. When you couple this with an opportunity to achieve a long forgotten goal, such as a high school diploma, you have changed what so often has been a depressing time in peoples lives to a time of renewed hope and fullfillment. This is why Nursing Home Education is so important. I think Socrates would have approved.

PHILOSOPHY

Lynn Whipple

My goal as a professional nurse is to see every person live as full a life as possible. I believe that education is a preparation for life and with the constant change in our lives we have a constant need for learning how to effectively manage ourselves and our environment.

We tend to view people who reside in a nursing home as something less than a "whole person". We see disabilities not capabilities. Care must be given to improving their physical conditions as well as improving their quality of life. We need to improve not only the institutions, but more importantly the lives of those within. This can be done only by educating the public, the staff and the residents themselves.

Philosophy

I have become involved in this program because of my experience of teaching in nursing homes. It becomes obvious very quickly that this is not your traditional teaching situation. In the traditional classroom most of the instruction that takes place deals with preparing the students for the future and for the job market. In this particular program however, we are given what I feel is a unique opportunity to educate people for the sole purpose of improving their minds and raising their intellectual level without having to worry if they can go out and make a living based on what they have learned. Many of the students enrolled sacrificed their own education for the welfare of their families.The students come to class motivated to learn and many with the feeling that they have left something undone in their life by not having completed high school.

It is our responsibility as teachers to help these students receive their education and enhance their self-image, which at the time of entering a nursing home is usually very low. They need to feel that life is not over that there are still opportunities left to them.

APPENDIX G

Request for Independent Feedback

Insuring Quality Education in Nursing Homes
Senior Citizens Adult Education Program for
Monroe County
502 West Elm Avenue
Monroe, MI 48161

August 18, 1980

Dear

I send you our greetings from Monroe, MI where we are involved in a pioneering effort. For four years now we have been operating a state-funded high school completion program directed and designed for adults over 55 years of age. One aspect of our operation is to offer courses ("comparable to a high school curriculum") to residents of nursing homes and convalescent centers. We have been asked, this year, to validate the "education" being "received" by our students in these confining environments. This is why I am now writing you.

Many issues surface when this situation is critically examined such as:

-how accurately can anyone "measure" an "education" anyone "receives"?

-when is an activity "education" and when is it "therapy"?

-can these individuals "perform" in a "school" enviornment without intimidation?

-is the "philosophy" of high school education applicable to individuals over 55 who reside in homes where 80% of all the residents do not return to an independent, self-sustaining life?

-do the high schools accomplish "education"?

-should "special education" techniques and assessments be applied to these students?

-what should the purpose of education be for these students?

I write you because I know that your life work has been to "educate" and therefore you have thought much about such issues raised above.

August 18, 1980

We find our work to be totally challenging because of the lack of precedence in this particular area, therefore, we are attempting to build a philosophical foundation which may be used to guide the development of this field. In this regard, I seek your thoughts, advice, recommendations, references, etc.

Allow me to add, that if you would like to share your reactions and your expertise with us but are confined by financial demands, we may be able to compensate you for your input.

I have enclosed a copy of our curriculum from the 1979-80 school year for your benefit to see that we are seriously involved in serious education--we are not "activity" or "recreation" people--we are educators who believe in lifelong learning.

Toward Life,

Bill McDermott
Project Director
Insuring Quality Edu[illegible]ion

rmh

APPENDIX H

Independent Feedback

127

GROWING WITHOUT SCHOOLING
308 BOYLSTON STREET, BOSTON MASS. 02116

1/23/81

Bill McDermott

Dear Mr. McDermott,

Please forgive me for taking so long to answer your letter of last Aug. It has been in a file - one of many - of things to do, but other (to me) more urgent matters have kept muscling ahead of it.

First, one does not "receive" any education worthy of the name. Education, understood to mean the same thing as "learning," is not a noun, but a verb, not something that someone gets, but something that someone does. The distinction is crucial. Teachers, and learning environments, do not create learning. Learners create learning, out of their curiosity, interest, imagination, activity, resourcefulness, and a host of other qualities. The most that teachers, etc. can do is to assist, in a small way, and if they try to do much more than that they are far more likely to hinder than to help.

Most teaching is the enemy of learning.

Education, or learning, cannot be measured at all, let alone accurately. The more you have the illusion of being able to measure learning, the more certain it is that the learning you are measuring is trivial.

I don't know where you or anyone else draws the line between "education" and "therapy." We humans are naturally curious and experimental animals. We like finding out how the world works around us. When we do it, it makes us feel good - or better. Is this therapy? Is everything that is good for us "therapy?"

You ask about these people "performing" in a "school" environment without intimidation. What kind of "performing?" What kind of "school" environment? What kind of intimidation? If this particular school environment, like most of them, gives grades, and if performing is understood to mean getting good grades, the intimidation is built into the situation. In fact, intimidation is built into any situation in which some people decide what others are to do, and reward them according to how well they do it.

I don't know what you think the "philosophy" of high school is. The philosophy of most of the high schools about which I know anything is Sit Down, Shut Up, and Do What You're Told.

Do the high schools accomplish education? For most students, no, not in any worthy sense of that word. They do succeed in making most of them more or less docile, apathetic, resigned, passive, powerless, alienated, cynical - 20th century versions of slaves (and pretty much the same the world over).

"Special education" seems to me, for the most part, a fraud and a racket. Not to say that the people in it don't mean well. But I know of nothing in their thinking or work that could be of any use at all to any serious, competent, and conscientious teachers.

It should be up to each learner to decide, not only what s/he wants to learn, but what are her/his purposes in learning it. Let the students decide the purposes (which will be different for every student) of their education.

I fear that these responses may be too far out to be of much use to you, and indeed, that if you were to express many of these views as your own, it might get you in some trouble. I hope that is not so. If it is not, I would surely like to hear about it.

Perhaps the only other thing I would say is this. My parents both died, a number of years ago, in a very expensive and "high-class" convalescent home (what a misnomer!) in Calif. At this place the word Death was never mentioned. It was taboo. One would have thought, from the prevailing tone of the publications of the place, and the way the staff talked to the patients, that they were a group of ten year olds temporarily in the hospital with a slight fever, and due to leave any ~~[illegible]~~ day.

My mother died first, my father a month or two later. I saw him a few days before he died, and was fairly sure that that would be the last time I would see him. When I left the home and walked back to my hotel, I swore a mighty oath to myself, that when I died I would be the central actor in the drama of my own death. When I get old and feeble I will say to what friends I have then, "Folks, Death is the No. I item on the agenda. The only thing I have left to do in my life is die, and by golly I want to talk about it. If you can't bear to discuss that subject, then stay away, for it now interests me more than anything else."

Hope this may be of some use to you, and again, I apologize for not sending it sooner.

Sincerely yours,

John Holt

John Holt

Education for Aging — A Professional ~~Section~~ COMMISSION
of the
Adult Education Association — U.S.A.

810 — 18th St. N.W.
Washington, D.C. 20006
(202) 347-9574

October 28, 1980

Bill McDermott
Project Director
Senior Citizens Adult Education Program
502 West Elm Avenue
Monroe, Michigan 48161

Dear Mr. McDermott:

Mea culpa, mea culpa. Yes, you are right. You did write to me in July and I have been carrying your letter around with me ever since. Your recent follow up letter has finally prompted a response, but unfortunately the reason I failed to respond to your first letter hasn't changed...that is, I have nothing to contribute.

I certainly don't claim to know what is going on everywhere, but from what I do know I can't find a single program similar to yours. You say you think that you are unique; I guess I have to concur.

You ask for any recommendations, contacts, instruments, or references. Sorry, but I really don't have any. Given the quality and experience of your agency I would naturally assume that you already have all the basic references such as those listed on the enclosed list. I also assume you are already acquainted with the standard periodicals like "Lifelong Learning, The Adult Years" and "Educational Gerontology, An International Quarterly." Beyond these, and particularly in the specific area of your project, I am afraid I have nothing to add.

As far as dissemination of information about your program I can only suggest that you use the meetings and periodicals of the major national organizations, including those in adult education, gerontology, and the nursing home industry. For instance we are conducting a session at next week's National Adult Education Conference in St. Louis titled "Look What We've Learned: Reports of Successful Older Adult Education Projects". Perhaps in future years your program can be presented in such a forum.

Seems like that is all I can give you...sorry it isn't more. But I do hope this partially makes up for my less than timely response, and please accept my best wishes for success in your project.

Sincerely,

Jacques Lebel

Jacques O. Lebel
Commission Chair

Mailing address:
c/o M.A.C.A.
P. O. Box 95103
Lincoln, NE 68509
(402) 475-7969

JOL/ks
enclosure

Clonlara

Pat Montgomery, Director

1289 Jewett Street, Ann Arbor, Michigan 48104 (313) 769-4511

October 7, 1980

Bill McDermott
Project Director-I.Q.E.N.H.
Senior Citizen Adult Ed. Program
Monroe County
502 West Elm Avenue
Monroe, Michigan 48161

Dear Bill,

Congratulations on your pioneering efforts in senior citizen education for these last four years.

In my twenty-seven years as an educator I have experienced similar dilemmas as those which you are currently examining. How can one measure an essentially intangible thing like the education one is "giving" and what, in fact, another is learning? Surely, one of the best measurements has to be the personal observations of the "teacher" and the "learner" in any situation. This can be done verbally to a third party or by means of a questionnaire designed to "measure". Having a supervisory-type third person attend a session or two between learner and teacher is also an effective supplement to the verbal or written evaluation. In the case of senior citizens, it seems fairly apparent that the "learner" is in an excellent position to measure the quality of education being delivered him/her.

I strongly oppose tests as measurement instruments unless they have been devised by the teacher and learner themselves. It is my contention that they don't matter a bit and merely serve to keep testing companies in existence.

So, to summarize my opinions about measuring the education someone is receiving I'd say, "Ask that someone" and watch for the light, of interest and personal involvement which brightens the learner's eyes.

When is an activity "education"; when is it therapy?

It seems to me that both of these intermingle significantly at all times and are on so subjective a level for each learner that they cannot easily be sorted into these categories. But, beyond that, I'd say that education involves bringing out something latent in a human being; eliciting a response. It revolves about facts as they are known to humans and the implications these facts might have for other humans, particularly for the learners themselves.

Now, an activity can be classed as being therapy when it serves primarily as a remedy. So, in the case of senior citizens vis a vis learning, if they had never before examined a body of facts (knowledge) during the course of their lives and if they were interested in pursuing such a course now, this could constitute a therapeutic activity for them.

If, for instance, they were engaged in crafts as a way of passing time or were taught square dancing as a recreational activity, these could be called therapeutic measures. But, if they were engaged in an examination of the process of aging itself, in the research scientists have done on aging to date, for example, this would certainly fall less into "therapy" than education *per se*, and yet it may prove therapeutic to certain of the learners as well.

Can these individuals "perform" in a "school" environment without intimidation?

Ye gods!!! A school environment, in the traditional setting is, in and of itself, intimidating to a majority of learners regardless of their ages. It has not changed much from the early construct of teacher-centered, totalitarian-run, fear-based concept spawned by educators who knew very little about human growth and development, and considerably less about how humans learn.

By its rigidity it intimidates. By its lack of regard for learners' prior experiences it intimidates. By its unenlightened use of standards, testing, unrelated to particular learners needs and interests, it intimidates. (But let me not belabor an obvious issue!)

Please do all in your power, Mr. McDermott, to remove as many individuals as possible from traditional school environments. It's an experience totally contrary to life itself.

Whereas high school is geared toward preparing people for a job or a career, it seems scarcely to apply to over 55's. However, the origins of high school were not solely resident in vocational training. In fact, that's a recent additive in high school education. Prior, even, to the time when high school was viewed as a stepping stone to college or the university where persons were trained solely as researchers or teachers, the philosophy of educating people beyond grammar school was based upon effecting citizens enlightened in the humanities, capable of maintaining systems of government dedicated to justice, charity, happiness, etc.

The need for well-informed citizens is perhaps greater now than at any other time in the history of the world. Our senior citizens are closer to being world citizens than any others ever were. So, whereas the philosophy of hoch schule in its original form means the continuing exposure of people to facts and opinions of contemporaries, to the accumulated knowledge of the centuries, to late developments in science and current events, both local and global, it does indeed apply to over-55 year olds.

Do the high schools accomplish "education"?

Is the moon made of camembert?

About special education. Insofar as special education equals individualized learning and access to hands-on materials, yes, it definitely should be applied here. A thousand times yes.

The purpose of education for seniors should be first of all what they each choose for it to be, given a variety of choices and approaches. It should be what it is to any-aged learner, namely, an entry into new areas, a guide to new visions, an examination of new concepts, a touch with the past, an appreciation of the past, a critique of the past, an opportunity to perceive one's own present and the present of the human race in the light of the past and the glimpse we are allotted now and then of the future.

In practical terms, this means opening up the lines of the seniors to other people, either by transporting them away from their confinements or inviting other in, or both. Often! It means using films and tapes and equipment, schools, and local resource people, the entire community, in fact, as "the classroom". Isolation as per the current status of senior citizens is damaging to them and is a denial of our "elders" to the rest of this citizenry.

There you have it, Mr. McDermott, right from the top of my head! My own situation is not terribly different from the one you describe as your own with, perhaps, one exception. I am engaged in alternative education, in non-traditional education for 2½ through 14 year olds at Clonlara and for 6 through 18 year olds in Home-Based Education Program (home study students don't attend any school at all, by choice).

So, we, like you are pioneers in education, traversing the uncharted land of alternatives.

Where we differ -- you in your program and I in mine -- is (the exception I noted before) funding. We are not funded by any outside source whatever; solely by the tuition paid by those using the program if they are able to pay anything at all. Some of us work for no wager at all. Consequently, your potential, insofar as it is real, for reimbursing me for this input is warmly received.

Please feel free to contact me in the future. I would appreciate being kept informed about your program and efforts.

To Life,

Pat

Pat Montgomery, Ph. D.

jc/PM

Attachment #30

A NON PROFIT CORPORATION
Center for Studies of the Person

October 1, 1980

Bill McDermott
502 West Elm Avenue
Monroe, MI 48161

Dear Bill McDermott:

I don't really have time to answer your letter, but I do want to compliment you on what your organization is doing.

One is never too old to learn and it is the enjoyment not the measurement of learning that matters. I think the high schools, by and large, do a poor job of helping students to enjoy learning. Perhaps your group can work along that line.

To me it makes no difference whatsoever whether these people return to life outside the nursing home. We live to fulfill ourselves and to make our own lives more interesting, and learning is one of the things that enriches people the most. Good luck to you in your venture.

You did not include your 1979-80 curriculum, but I probably would not have had time to look at it anyway. I am enclosing an article of mine which shows how important teacher attitudes are in inculcating learning, and I hope this will be of benefit to those who are teaching your older citizens.

Sincerely,

Carl Rogers

Carl R. Rogers, Ph.D.
Resident Fellow

Encl.

1125 Torrey Pines Road | La Jolla, California 92037 Area Code (714) 459-3861

APPENDIX I

Competencies of an Individual

COMPETENCIES OF AN INDIVIDUAL

Title of the Chapter	- Evaluation Research in Fluid Systems
Author	Lawton M. Powell Ph.D.
Title of the Book	Evaluative Research on Social Programs for the Elderly
Publisher	(Washington, D.C.: U. S. Government) (Printing office, DHEW Pub. No. OHD)
Date of Publication	1978 - DHEW Pub. No. (OHD) 77-20120

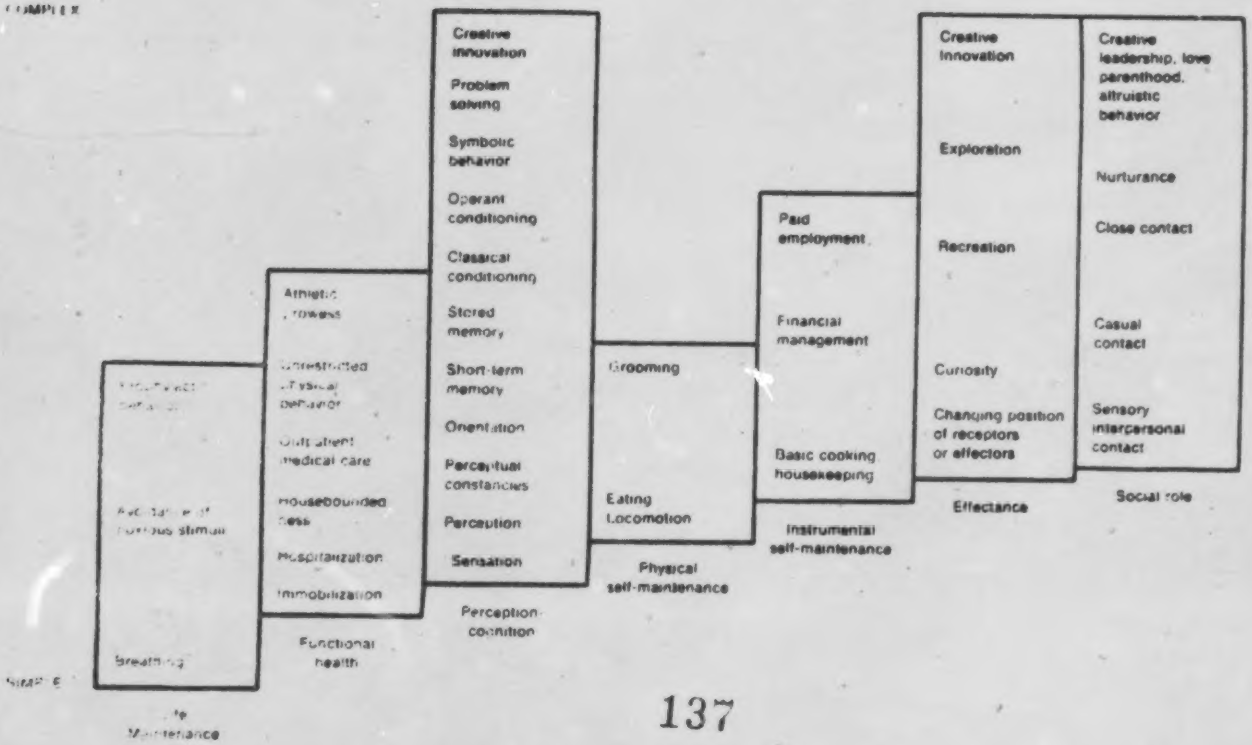
COMPLEX
SIMPLE
Involuntary behavior
Avoidance of noxious stimuli
Breathing
Life Maintenance
Athletic prowess
Unrestricted physical behavior
Outpatient medical care
Housebounded-ness
Hospitalization
Immobilization
Functional health
Creative innovation
Problem solving
Symbolic behavior
Operant conditioning
Classical conditioning
Stored memory
Short-term memory
Orientation
Perceptual constancies
Perception
Sensation
Perception-cognition
Grooming
Eating
Locomotion
Physical self-maintenance
Paid employment
Financial management
Basic cooking housekeeping
Instrumental self-maintenance
Creative innovation
Exploration
Recreation
Curiosity
Changing position of receptors or effectors
Effectance
Creative leadership, love parenthood, altruistic behavior
Nurturance
Close contact
Casual contact
Sensory interpersonal contact
Social role

FIGURE 1.--Schematic diagram of sublevels of individual organization

APPENDIX J

Screening Instrument (Initial Draft)

SENIOR CITIZENS ADULT EDUCATION PROGRAM FOR MONROE COUNTY

SCREENING INSTRUMENT (INITIAL DRAFT)

STUDENT PROFILE	COMPENSATORY MEASURES OR DEVICES IN USE	REMARKS
PHYSIOLOGICAL	*Sample entries follow:	*This column to be used to record prognosis related to the expected effects, if any of a given disability on an individual's ability to participate in adult education classes.
Eyesight	wears cataract lenses	
Hearing	requires hearing aid	
eye-hand co-ordination	participates in physical therapy	
Range of Motion (Arthritis Indicate affected areas and extent of disability)		
Paralysis (Indicate areas such as left hand, right side, etc. and degree of severity)	partial paralysis of left hand has been somewhat alleviated by physical therapy	
Parkinson's Disease		
PSYCHOLOGICAL		
Orientation to day, time, and place		
Forgetful (Be specific in terms of short-term, long-term memory and extent of forgetfulness)		
Confused	participates in reality therapy program	
Diagnosed mental disorder		
*NOTE: Additional items may be listed based on consultations with nursing home personnel.		

APPENDIX K

Student Profile Form I

STUDENT PROFILE FORM I: This form is first used at Registration which is usually held at each home in late August. Once class begins, the form is completed again by the teacher by the fourth friday in September, and once again at the end of the semester in January.

Student Profile Form I

Student's Name: ____________________

As a high school teacher, sitting and talking with a potential high school student, how do you view the person you are now talking with? Consider a mark of 5 to be *normal*, as it would exist in a normal high school student. To indicate a condition that is less than *normal*, mark the spot that best places the ability level compared to a normal high school student. Does s/he:

	M*	U†	1	2	3	4	5
1. Seem to have normal muscular control over the body?							
2. Seem to have normal orientation to day, time, place?							
3. Seem to have normal attention span?							
4. Seem to have normal eye-hand coordination?							
5. Seem to have normal speech?							
6. Seem to have normal hearing? (corrective device: yes no)							
7. Seem to have normal sight? (corrective device: yes no)							
8. Seem to have normal writing ability?							
9. Seem to proceed logically with the flow of the conversation?							
10. Seem to behave in a way that would allow normal class procedure?							

*see medical history, Student Profile Form II.

†undeterminable at this time.

NOTES:

APPENDIX L

Student Profile Form II

STUDENT PROFILE FORM II: This form is designed to collect the medical history and the current health status of the student. The health profile may be difficult to build because most nursing homes consider this sort of data to be *privileged information* and are reluctant to provide it to a non-health care professional. Nevertheless, there are health conditions which a teacher should be aware of *prior to the beginning of the semester* if they are to provide quality education.

Student Profile Form II

Student's Name:____________________________Date:_____Completed by:_________________
Date of entry to the home:____________.

Medical History and Health Status

Chronic Conditions	Describe Loss of Function	Prognosis
1. 2. 3. 4.		
Diagnosed Disorder	Describe Loss of Function	Prognosis
1. 2. 3. 4.		
Drug Therapy	Describe Loss of Function	Prognosis
1. 2. 3. 4.		

NOTES:

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APPENDIX M

Adult Education Enrollment Sheet

ADULT EDUCATION ENROLLMENT SHEET

__________ Bldg. or Facility __________ School District __________ Referring Agency

STUDENT NAME__________________ Last First Maiden Enrollment Date________

STREET ADDRESS__________________ Telephone__________

City/Twp/Zip__________________ Soc. Sec. #__________

Birthdate__________ Age______ District Res______ Non-District Res______

Name of District you reside in__________________

Are you enrolling in this course(s) for High School Completion Credit? YES____ NO____

Do you have a High School Diploma? YES____ NO____. Do you have a GED Cert? YES____ NO____

If you do not have a High School Diploma, what is the highest grade completed?________

Are you currently enrolled in any other educational program? YES____ NO____

If YES, give name of program, school & address__________________

Name of school you last attended__________________

Name as you would like it on your diploma__________________

Purpose of Enrollment:

________ ABE (Basic-less than 9th grade)

________ EFB - without High School Diploma

________ EFB - with High School Diploma

________ High School Completion - 18 and over

________ High School Completion - under 18 as of September 1, of current school year

________ Apprentice Training Program

________ Full-time, Non-Public School Student (under 18 years of age as of September 1, of current school year)

________ Post-Graduate (under 20 years of age as of September 1, of current school year)

__________ Date __________________ Student Signature

APPENDIX N

Graduation Assessment

Initials__________

GRADUATION ASSESSMENT

NAME____ DATE____________________

16 CREDITS IN THE FOLLOWING SUBJECT AREAS ARE REQUIRED TO GRADUATE:

3 CREDITS IN ENGLISH
1 CREDIT IN MATHEMATICS
½ CREDIT IN U.S. GOVERNMENT
9 CREDITS IN ELECTIVES

1 CREDIT IN SCIENCE
1 CREDIT IN U.S. HISTORY
½ CREDIT IN SOCIAL STUDIES

TO DATE YOU HAVE THE FOLLOWING NUMBER OF CREDITS:__________________

YOU NEED __________ CREDITS IN ENGLISH
YOU NEED __________ CREDIT IN U.S. HISTORY
YOU NEED __________ CREDIT IN U.S. GOVERNMENT
YOU NEED __________ CREDIT IN SOCIAL STUDIES
YOU NEED __________ CREDIT IN SCIENCE
YOU NEED __________ CREDIT IN MATHEMATICS
YOU NEED __________ CREDITS IN ELECTIVES
YOU NEED __________ CREDITS TO GRADUATE

OPTIONAL GED TESTS:

_______ ENGLISH
_______ SOCIAL STUDIES
_______ SCIENCE
_______ LITERATURE (4th yr English)
_______ MATH

EXTRA CREDIT: WORK EXPERIENCE_______

MILITARY_______

BEDFORD PUBLIC SCHOOLS
ADULT EDUCATION DEPARTMENT
TRANSCRIPT REQUEST FORM

To Whom It May Concern:
The following student has enrolled in our Adult High School completion Program.
Please send us a copy of his/her transcript.
Thank you.

Name____
Last First Middle Maiden

Birthdate__________________Last Year attended_______Last grade completed_______

School Attended____

School Address____

In compliance with the "Family Educational Rights and Privacy Act of 1974" I hereby grant permission for a copy of my school transcript to be sent to:

SENIOR CITIZENS
ADULT EDUCATION PROGRAM
FOR MONROE COUNTY

502 West Elm Street
Monroe, Michigan 48161

Phone: (313) 243-5030

________________________ ________________________
DATE STUDENT'S SIGNATURE

PLEASE RETURN THIS FORM WITH TRANSCRIPT

APPENDIX O

Schedule Form

		TIME		
SCHEDULE	BLDG.	From	To	DAYS MEET
1st Semester				
1.				M - T - W - T - F
2				M - T - W - T - F
3.				M - T - W - T - F
4.				M - T - W - T - F
5.				M - T - W - T - F
6.				M - T - W - T - F
7.				M - T - W - T - F
8.				M - T - W - T - F
9.				M - T - W - T - F
10.				M - T - W - T - F
2nd Semester				
1.				M - T - W - T - F
2.				M - T - W - T - F
3.				M - T - W - T - F
4.				M - T - W - T - F
5.				M - T - W - T - F
6.				M - T - W - T - F
7.				M - T - W - T - F
8.				M - T - W - T - F
9.				M - T - W - T - F
10.				M - T - W - T - F

Total Number of Class Hours Per Week ________

Total Number of Weeks Class Meets ________

Multiply - No. of Hours ______ X No. of Weeks ________ = ________ Actual Hrs.

Actual Hours ______ ÷ Required Hours ______ = ________ F. T. E.

I certify that the above information is correct.

______________ ______________________________

Date (Adult Education Direftor)

APPENDIX P

San Diego Quick Assessment

San Diego Quick Assessment

The following is an oral screening device for use in classrooms and clinics. A skilled clinician can in a matter of three minutes ascertain a reading level and can gain some knowledge of that student's word attack skills.

Each list of ten words would be typed on an index card so that the student doesn't ever see more than ten words at a time. Write in the words that the student substitutes.

PP
see
play
me
at
run
go
and
look
can
here

Primer
you
come
not
with
jump
help
is
work
are
this

1
road
live
thank
when
bigger
how
always
night
spring
today

2
our
please
myself
town
early
send
wide
believe
quietly
carefully

3
city
middle
moment
frightened
exclaimed
several
lonely
drew
since
straight

4
decided
served
amazed
silent
wrecked
improved
certainly
entered
realized
interrupted

5
scanty
business
develop
considered
discussed
behaved
splendid
acquainted
escaped
grim

6
bridge
commercial
abolish
trucker
apparatus
elementary
comment
necessity
gallery
relativity

7
amber
dominion
sundry
capillary
impetuous
blight
wrest
enumerate
daunted
condescended

San Diego Quick Assessment (continued)

8

capacious ____
limitation ____
pretext ____
intrique ____
delusion ____
immaculate ____
ascent ____
acrid ____
binocular ____
embankment ____

9

conscientious ____
isolation ____
molecule ____
ritual ____
momentous ____
vulnerable ____
kinship ____
conservatism ____
jaunty ____
inventive ____

10

zany ____
jerkin ____
nausea ____
gratuitous ____
linear ____
inept ____
legality ____
aspen ____
amnesty ____
barometer ____

11

galore ____
rotunda ____
capitalism ____
prevaricate ____

11

visible ____
exonerate ____
superannuate ____

11

luxuriate ____
piebald ____
crunch ____

APPENDIX Q

Individualized Learning Plan (Initial Draft)

SENIOR CITIZENS ADULT EDUCATION PROGRAM FOR MONROE COUNTY
Individualized Learning Plan

Student ______________________________ Teacher ______________________

Course Title ________________________ Semester ____________

EDUCATIONAL LEVEL	GOALS/OBJECTIVES	PROGRAM/MATERIALS USED	PROGRESS/SPECIAL CONSIDERATIONS
Pretests-- Date, Results	Students		
Posttests-- Date, Results	Teachers		

APPENDIX R

Examples of Educational Objectives

EXAMPLES OF EDUCATIONAL OBJECTIVES

ART

What I am teaching for, is better understanding of the arts through example, participation, and a strong tie to ones own creative expression. Development of more difficult artistic skills, such as drawing, has also crept into my lesson even though skills have been de-emphasized in favor of personal expression. Modes of personal expression being the body of my lessons.

With this in mind, a continuing committee of artists can be set up. With only limited support from the outside (lack of school over the summer.) Personal understanding of art includes appreciation and producing (which needs showing). One home has several people that want to continue producing and showing work. This has happened only on a limited basis, but with support, will flurish and gain support from the outside.

In teaching there are basically two areas. One is to teach the making of art objects. The other is the study of appreciation of art objects. Being an artist myself I tend towards the former area, teaching technique, the elements of art, and the appreciation and use of ones own creative genius. In learning these things the student will become more active in his artistic endeavor leaving the importance of continual support from the teacher behind or advancing to more complex problems which need support.

OBJECTIVES FOR NURSING HOME MUSIC CLASS

I propose to enrich the lives of my students by:

1. developing within my students the skill of discriminate hearing so that they can by hearing identify certain musical styles and instruments.
2. Introducing my students to some basic facts of music history. This will help them catagorize various musical styles and be a small exposure to the fascinating field of music history.
3. Introducing my students to some of the basic elements of the written musical language. This will help them appreciate the discipline and skill that goes into unusual performance as well as giving them some background with written music.

GOALS OR OBJECTIVES FOR I.L.P. WITH "HEALTH AND FITNESS"

When the student completes this course he or she will be able to demonstrate greater flexibility while performing certain tasks. The student will also be able to carry on an exercise program independently. Students pre-determined personal goals will be achieved.

EDUCATIONAL OBJECTIVE FOR AMERICAN HISTORY "As seen Through the Wars"

Goal of Course: It is the goal of the American History Class this year to present to the students a clearer understanding of how wars and the significant events surrounding them have shaped history in our country.

Objective 1: The student after attending class lecture, movies, etc. will be able to recall specific facts about historical events (important dates, figures, etc.).

Objective 2: The student using class material will be able to relate how war has changed life for us today.

Objective 3: The student using class material will be able to demonstrate a knowledge of the social, economic and other changes that took place in history which were the direct result of war and its outcome.

Objective 4: The student using their own past history and recall of events will be able to share with the rest of the class experiences they had as a result of war: planting victory gardens, working in the bomb factories, etc.

Objective 5: The student will at the end of the course be able to demonstrate a better level of understanding of historical events and personnel events in their life and the effect war has made on them.

EDUCATIONAL OBJECTIVES FOR "YESTERDAY, TODAY, TOMORROW" COURSE

The purpose of this course is to provide a forum for the examination of civilizations of the past, present, and the imagined future.

The objectives for the students are:

-to be exposed to the variety of civilizations which has influenced our current world,

-to examine the guiding principles as portrayed in the literature of the civilization,

-to integrate the similiarities and differences to be found among the comparative study,

-to be able to analyze our current culture in comparison to others,

-to be able to express this comparison,

-to be able to project into the future and "imagine" the culture to come,

-to show intelligence in future planning,

-to make recommendations to the power elite with regard to our imagined future.

EDUCATIONAL OBJECTIVES FOR "CREATIVE WRITING; LIFE REVIEW"

1. To help the students learn to view their world more creatively using the senses.
2. To help them develop a means of expressing their observations either vocally or on paper.
3. To help them realize that what each of them has experienced in life is worth sharing.
4. To help each of them gain confidence in expressing themselves.
5. To help keep their minds stimulated and productive.
6. To provide a sense of accomplishment through the publication of their works in LE JOURNAL.
7. To provide an atmosphere to work together - collaborate - with fellow students toward a common goal.
8. To help them learn to relate ideas and thoughts in a logical order.
9. To provide an enjoyable means of self-expression each can anticipate and participate in on a weekly basis.

APPENDIX S

About Educational Objectives

ABOUT EDUCATIONAL OBJECTIVES
(Taken from R. F. Mager)

Once an instructor or programmer decides he will teach his students something, several kinds of activity are necessary on his part if he is to succeed. He must first decide upon the goals he intends to reach at the end of his course or program. He must then select procedures, content, and methods which are relevant to the objectives, cause the student to interact with appropriate subject matter in accordance with principles of learning, and finally measure or evaluate the student's performance according to the objectives or goals originally selected.

The first of these, the description of objectives, is the theme of our discussion. If we are interested in preparing instructional programs which will help us reach our objectives, we must first be sure our objectives are clearly and unequivocally stated. We cannot concern ourselves with the problem of selecting the most efficient route to our destination until we know what our destination is.

Three of the terms we will use bear defining:

Behavior	refers to any visible activity displayed by a learner (student).
Terminal behavior . .	refers to the behavior you would like your learner to be able to demonstrate at the time your influence over him ends.
Criterion	is a standard or test by which terminal behavior is evaluated.

An objective is an intent communicated by a statement describing a proposed change in a learner--a statement of what the learner is to be like when he has successfully completed a learning experience. It is a description of a pattern of behavior (performance) we want the learner to be able to demonstrate. As Dr. Paul Whitmore once put it, "The statement of objectives of a training program must denote measurable attributes observable in the graduate of the program or otherwise it is impossible to determine whether or not the program is meeting the objectives."

When clearly defined goals are lacking, it is impossible to evaluate a course or program efficiently, and there is no sound basis for selecting appropriate materials, content, or instructional methods. After all, the machinist does not select a tool until he knows what operation he intends to perform. Neither does a composer orchestrate a score until he knows what effects he wishes to achieve. Similarly, a builder does not select his materials or specify a schedule for construction until he has his blueprints (objectives) before him. Too often, however, one hears teachers arguing the relative merits of textbooks or other aids of the classroom versus the laboratory, without ever specifying just what goal the aid or method is to assist in achieving. I cannot emphasize too strongly the point that an instructor will function in a fog of his own making until he knows just what he wants his students to be able to do at the end of the instruction.

The Qualities of Meaningful Objectives

We already know that a statement of an objective describes a desired state in the learner. We also know that we have successfully achieved our objective when the learner can demonstrate his arrival at this state. But how do we write the objective to maximize the probability of our achieving it? What are the characteristics of a meaningfully stated objective?

Basically, a meaningfully stated objective is one that succeeds in communicating to the reader the writer's instructional intent. It is meaningful to the extent it conveys to others a picture (of what a successful learner will be like) identical to the picture the writer has in mind. Since a statement of an objective is a collection of words and symbols, it is clear that various combinations may be used to express a given intent. What we are searching for is that group of words and symbols which will communicate your intent exactly as YOU understand it. For example, if you provide another teacher with an objective, and he then teaches his students to perform in a manner which you agree is consistent with what you had in mind, then you have communicated your objective in a meaningful manner. If, on the other hand, you do not agree that these learners are able to perform according to your intentions, if you feel that you "had something more in mind" or that your intent was "misinterpreted," then your statement has failed to communicate adequately.

A meaningful stated objective, then, is one that succeeds in communicating your intent; the best statement is the one that excludes the greatest number of possible alternatives to your goal. Unfortunately, there are many "loaded" words, words open to a wide range of interpretation. To the extent that we use ONLY such words, we leave ourselves open to misinterpretaiton.

Consider the following examples of words in this light.

WORDS OPEN TO MANY INTERPRETATIONS	WORDS OPEN TO FEWER INTERPRETATIONS
to know	to write
to understand	to recite
to really understand	to identify
to appreciate	to differentiate
to fully appreciate	to solve
to grasp the significance of	to construct
to enjoy	to list
to believe	to compare
to have faith in	to contrast

What do we mean when we say we want a learner to "know" something? Do we mean that we want him to be able to recite, or to solve, or to construct? Just to tell him we want him to "know" tells him little--the word can mean many things.

Though it is all right to include such words as "understand" and "appreciate" in a statement of an objective, the statement is not explicit enough to be useful until it indicates how you intend to sample the "understanding" and "appreciating". Until you describe what the learner will be DOING when demonstrating that he "understands" or "appreciates", you have described very little at all. Thus, the statement which communicates best will be one which describes the terminal behavior of the learner well enough to preclude misinterpretation.

How can we write objectives which will describe the desired behavior of the learner? Well, there must be any number of schemes for doing so, but the method that is described on the following pages is one which is known to work and which the writer has found to be easiest to use.

> First, identify the terminal behavior by name; we can specify the kind of behavior which will be accepted as evidence that the learner has achieved the objectives.
>
> Second, try to further define the desired behavior by describing the important conditions under which the behavior will be expected to occur.
>
> Third, specify the criteria of acceptable performance by describing how well the learner must perform to be considered acceptable.

But though each of these items might help an objective to be more specific, it will not be necessary to include all three in each objective. The object is to write objectives that communicate; the characteristics described above are merely offered as guides to help you to know when you have done so. You do not work on an objective until it demonstrates the above characteristics; rather, you work on it until it clearly communicates one of your intended educational outcomes--and you write as many statements as are needed to describe all your intended outcomes.

You can test whether a written objective clearly defines a desired outcome by answering yes to the following question:

> Can another competent person select successful learners in terms of the objective so that you, the objective writer, agree with the selections?

IDENTIFYING THE TERMINAL BEHAVIOR

A statement of an objective is useful to the extent that it specifies what the learner must be able to DO or PERFORM when he is demonstrating his mastery of the objective. Since we cannot see into another's mind to determine what he knows, we can only determine the state of his intellect or skill by observing some aspect of his behavior or performance (we are using the term behavior to mean overt action). Now, the behavior or performance of the learner may be verbal or non-verbal. He may be asked to respond to questions verbally or in writing, or be asked to demonstrate his ability to perform a certain skill, or be asked to solve certain kinds of problems. But whatever method is used, you (the programmer) can only infer the state or condition of his intellect through observations of his performance.

Thus, the most important characteristic of a useful objective is that it identifies the kind of performance which will be accepted as evidence that the learner has achieved the objective.

For example, consider the following statement of an objective:

> "To develop a critical understanding of the operation of the Target Tracking Console."

Though this might be an important objective to reach, the statement doesn't tell us what the learner will be doing when he is demonstrating that he has reached the objective. The words that come closest to describing what we want the learner to be able to DO are "critical understanding", and it is doubtful that any two people would agree on the meaning of these terms. Certainly the terms do not tell a learner how to organize his own efforts in order to reach the objective.

Here is an example of a more appropriately stated objective:

> "When the learner completes the program of instruction, he must be able to identify by name each of the controls located on the front of the Target Tracking Console."

What words tell what the learner will be doing when demonstrating his achievement of the objective? The words "identify by name." The objective communicates to the learner the kind of response which will be expected of him when his mastery of the objective is tested.

The way to write an objective which meets our first requirement, then, is to write a statement describing one of your educational intents and then modify it until it answers the question,

> "What is the learner DOING when he is demonstrating that he has achieved the objective?

FIRST SUMMARY

1. An instructional objective describes an intended outcome rather than a description or summary of content.

2. One characteristic of a usefully stated objective is that it is stated in behavioral, or performance, terms that describe what the learner will be DOING when demonstrating his achievement of the objective.

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3. The statement of objectives for an entire program of instruction will consist of several specific statements.

4. The objective which is most usefully stated is one which best communicates the instructional intent of the person selecting the objective.

STATING THE CRITERION

Now that we have described what it is we want the learner to be able to do, we can increase the ability of an objective to communicate by telling the learner HOW WELL we want him to be able to do it. We will accomplish this by describing the criterion of acceptable performance.

If we can specify at least the minimum acceptable performance for each objective, we will have a performance standard against which to test our instructional programs; we will have a means for determining whether our programs are successful in achieving our instructional intent. What we must try to do, then, is indicate in our statement of objectives what the acceptable performance will be, by adding words that describe the criterion of success.

SELF-TEST

1. Are the following objectives stated in at least performance (behavioral) terms? Does each at least name an act the learner would be performing when demonstrating that he has achieved the objective?

	YES	NO
a. To understand the principles of salesmanship.	____	____
b. To be able to write three examples of the logical fallacy of the undistributed middle.	____	____
c. To be able to understand the meaning of Ohm's Law.	____	____
d. To be able to name the bones of the body.	____	____
e. To be able to list the principles of secondary school administration.	____	____
f. To know the plays of Shakespeare.	____	____
g. To really understand the law of magnetism.	____	____
h. To be able to identify instructional objectives that indicate what the learner will be doing when demonstrating achievement of the objective.	____	____

2. Following are two characteristics of a statement of instructional objectives. Which of these characteristics are present in each of the objectives below?

A. Identifies the behavior to be demonstrated by the student.

B. Indicates a standard or criterion of acceptable performance.

(For each of the statements below check whether each of the characteristics is present.)

	A	B
a. The student must be able to understand the theory of evolution. Evidence of understanding will be obtained from a written essay on evolution.	____	____
b. The student is to be able to complete a 100-item multiple-choice examination on the subject of marine biology. The lower limit of acceptable performance will be 85 items answered correctly within an examination period of 90 minutes.	____	____

	A	B
c. The student must be able to correctly name the items depicted by each of a series of 20 blueprints.	____	____
d. To demonstrate his ability to read an assembly blueprint the student must be able to make the item depicted by the blueprint given him at the time of examination. Student will be allowed the use of all tools in the shop.	____	____
e. During the final examination, and without reference, the student must be able to write a description of the steps involved in making a blueprint.	____	____
f. The student is to be able to draw his service revolver and fire five rounds (shots) from the hip within a period of three seconds. At 25 yards all rounds must hit the standard silhouette target; at 50 yards he must hit with at least two of his five rounds.	____	____
g. The student must know well the five cardinal rules of homicide investigation.	____	____
h. The student must be able to fill out a standard accident report.	____	____
i. The student must be able to write a coherent essay on the subject "How to write objectives for a Course in Law Appreciation." Student may use all references noted during the course, as well as class notes. Student must write his essay on paper provided by the examiner.	____	____
j. Besides each of the following psychological principles, the student must be able to write the name of the authors of experiments on which the principle is based (list of principles appended).	____	____
k. Given a list of objectives, the learner should be able to evaluate each.	____	____
l. To list the important characteristics of branching and linear self-instructional programs.	____	____

	A	B
m. The student is to be able to name, and give an example, of each of six programming techniques useful for eliciting a correct response. To be considered correct, items listed by the student must appear on the handout entitled "Programming Techniques" issued by the instructor during the course.	____	____
n. To develop logical approaches in the solution of personnel problems.	____	____

3. Here is a rather poorly stated objective:

"The student must be able to understand the laws pertaining to contracts."

Which of the following test situations would have to be considered appropriate for testing whether the objective had been achieved?

Test situations:	Appropriate	Not Appropriate
a. The learner is asked to write the name of each of the justices of the Supreme Court.	____	____
b. Given a contract with certain legal terms circled, the student is asked to write a definition of each of the circled terms.	____	____
c. Given a legal contract and a list of contract laws, the learner is asked to indicate which of the laws, if any, are violated by the wording of the contract.	____	____
d. The student is asked to answer 50 multiple-choice questions on the subject of legal contracts.	____	____

4. Which of the test situations below would elicit the kind of behavior by which you could tell if the student had reached the objective?

Objective: Given a properly functioning audiometer of any model, the student must be able to make the adjustments and control settings necessary prior to the conduct of a standard hearing test.

Test Situations:	Appropriate	Not Appropriate
a. List the steps, in their proper order, for setting up an audiometer for use.	____	____
b. Proceed to the audiometer on Table No. 5 and set it up so that it can be used to administer a standard hearing test.	____	____
c. Describe the steps followed in the conduct of a standard hearing test.	____	____
d. Discuss the role of the audiometer in the hearing clinic.	____	____

APPENDIX T

Examples of Individualized Evaluation Method

EVALUATION

The arts, especially creative art is very subjective. My comparison of someone's work to a standard can be wrong, for my goals in teaching are to help everyone develop their own standard. Prior level of achievement along with specific sensativities spread present achievement into many different areas. Evaluations are made on development of technique, and personal style, attendance, and dedication. A person will pass if he or she comes to class. Given a good grade when working hard, and honors at the mastery of technique or development of a style.

There is so much more to considering one's achievement. This is not only a generalized version, but also a starting point for other deviations.

GRADING OF LIFE REVIEW IN FRENCHTOWN CONVALESCENT CENTER

I base my grading on participation, ability, attendance and progress. Participation, improvement and motivation are important factors in this type of class. Attendance is important, too, but I take into account some unpreventable circumstances such as visitors, health, mental state, physical therapy sessions, etc. But likewise, I also take into consideration tardiness, habitual preventable lateness and lack of interest according to whim. Since these people need a sense of attainment and not failure, I give no grade lower than a "C". I do not give exams but take into consideration the amount of writings and the quality produced per semester.

Grades are determined first semester mainly on student effort in class and achievement of their personal goals. Second semester grades will be determined by students own evaluation of their achievement and my evaluation of their achievement of the above listed goals for the class.

EVALUATION "CHANGING VALUES"

Since this is primarily a discussion class, class participation and response to questions are given the most emphasis. Through the course of the semester, I try to work periodically with the students on an individual basis to determine the progress of students who are reluctant to participate in group activities.

GRADING POLICY OF NURSING HOME MUSIC CLASSES

Grade will be tabulated on a point basis. Points will be awarded as follows:

1. 2 points for attending class
2. 2 points for any outside musical experiences which they report to me, either in written form or orally.

3. 1 point awarded by me for class participation.

A = 35 - 38 points
B = 32 - 35 points
C = 31 - below

This will give students opportunity to make up points for classes that are missed.

APPENDIX U

Introduction of Individualized Learning Plan

INDIVIDUALIZED LEARNING PLAN

Each student should have an I.L.P. which has three sections:

1. Educational objectives for the student to work toward as they attend your class.
2. Special strategy to be used to assist this student in accomplishing your objectives (should be up-dated as needed).
3. A monthly record of progress (or lack of it) by the student as measured against your objectives.

EXPLANATION OF OUTLINE:

1. Educational Objectives (See seperate handout)
2. Can each student be expected to perform equally well in accomplishing your objectives? If not, why not? Identify these "whys" specifically and address each one as to whether it can be impacted upon by use of learning aids such as individualized instruction, tape recording, overhead projector, programmed learning techniques, slower pace, larger print, material in non-English language, use of experiencial learning activities, repetition of presentation, variety of instructor, etc.
3. Your evaluation of progress should be related directly to your educational objectives. If your objectives (and your course content) can be measured in absolute terms then you can easily record the progress being made; however, if your subject area does not lend itself to such analysis then it is necessary for you to develop a critical consciousness that will allow you to record subjective observations regarding progress. This method is entirely acceptable as long as you remain consistent throughout your monthly recordings.

INDIVIDUALIZED LEARNING PLAN

The I.L.P. at first glance appears to be a bothersome form to deal with. Upon further investigation we should realize that this information or file is often kept by teachers about their students in their heads. Since working in this program I have kept this information in my head but have never written it down. Certainly one can see the benefits of keeping this information on students throughout the year and collectively until graduation of the student. Many such files of information are kept on students in traditional schools.

One possible problem I see in filling out these forms is the time involved in doing so. This will require outside time by teachers and I don't know if we can expect teachers to add extra time to that already required for planning, curriculum development, gathering of materials, etc. I think we have to keep in mind that the teachers are in part time positions and thus are paid accordingly as opposed to traditional school teachers. Certainly the ideal would be to have all participate without questioning the time involved.

In working with the I.L.P. weekly entries would be ideal. I have one class in a nursing home with approximately 25 students. Minimally 5 minutes per student to keep the I.L.P. adds up to a couple of hours of work on top of the work load for any other 5 classes I teach. Therefore I feel to be realistic I don't think we can ask for this to be done. We can ask--but I don't think that we'll be getting the meaningful results we are looking for. I think that we'll probably see that the I.L.P. needs revisions but the best way to test at this point is to put it in use for a few months.

INDIVIDUALIZED LEARNING PLANS

For the past two weeks I have been making notations in a note book on students in my Frenchtown life review class. I have devoted a double page to each student. I find that this works out best for me. Each teacher should be able to design a method of checking off progress or lack of it that would fit conveniently into his/her own schedule.

I intend to record only notable items when they occur so there won't be a notation on every student every week. That will be a speedier way for me to keep track of progress, regression, significant successes and procedures that failed and to record my assumptions why.

It would probably be a good place to start if every teacher listed his/her objectives and then recorded the student's ability to accomplish them.

The following is a list of possible "Progress" items:

1. Retention improves
2. Doesn't dominate but is learning to take turn
3. Listening improves
4. Has increased attention span
5. Has improved in following directions
6. Has become more confident
7. Does not hesitate to participate
8. Appears more relaxed in classroom atmosphere
9. Volunteers ideas, suggestions, answers, and relates past experiences
10. Shows enthusiasm toward this class and other classes
11. Has developed interest in the outside world, environment, peers, teachers, etc.
12. Has improved tolerance for others' ideas different from his/her own
13. Has improved in presenting ideas in a more orderly, logical sequence.

Marge VanAuker
September 1980

WHAT INDIVIDUAL LEARNING PLANS SHOULD COVER

1. Reading score plus any additional testing information gathered by the teachers if it exists.
2. Health determination - physical and mental.
3. Progress reports contributed by the teachers.
4. Procedures for making learning more effective:
    a. Lesson plans - Are the lesson plans geared so that all class members can identify with the material covered? (Do the plans appeal to all ages, since we do not serve only senior citizens in the N.H. setting but rather patients of all ages.)
    b. Seating arrangement - Are we serving everyone in the class as best as possible who have hearing or vision problems?
    c. Class presentation - Is our presentation easy enough to be grasped readily or is it too abstract?
    d. Expectation on class progress - Are we realistic in our estimation of the amount to be covered and absorbed in one class session in regards to attention span?

Marge VanAuker
September 1980

LEARNING DISABILITIES

I don't believe that eyesight, hearing, manual dexterity or other physical maladies are learning disabilities unless they are to a very severe degree and cannot be helped, somewhat corrected (glasses, hearing aid) or coped with by the teacher (sitting the student in a more convenient place).

All the above "disabilities" can be found in elementary and secondary students from time to time and teachers have been able to devise ways to circumvent the problems. The same applies here. I think education should fit the needs of the student. If the system demands that each student fit the "normal traditional classroom situation" then we won't last long in a convalescent home setting, for if each participant was "normal" he/she wouldn't be there in the first place. Running a typical classroom in a nursing home environment, as a teacher discovers immediately, is impractical and unbelievable.

There are students who have emotional problems such as the need to dominate. Others are easily offended or they are impatient. Several are moody and want attention. Some have problems sitting still for very long because of nervous disorders. Yet all these people are capable of learning and have good active minds. We are necessary to them in order to help improve or eliminate these types of "disabilities".

In my list of Real Learning Disabilities, I have placed only the following:

1. Severe loss of hearing
2. Severe loss of hearing coupled with blindness
3. Confusion - not being able to get past a distinct moment in the past
4. Belligerant and physically harmful to others

Marge VanAuker
September 1980

THE IDENTIFICATION OF PROBLEMS

These are my week-to-week expectations that I question myself on:

1. Am I maintaining their interest? Is there ongoing interest?
2. Is each one getting something out of the class?
3. Do they carry their interest out of class and return the next week with some thought that occured to them that would apply to our last discussion or project?

How I plan week-to-week

1. I search out any type of aid (audio, visual, sensory) that will make the lesson easier for them to grasp.
2. I give examples - from my own experience if possible.
3. I praise - "Good point", "That suggests another thought." etc., to keep more ideas coming.
4. I keep in mind specific questions for students tend to generalize or talk in summations.
5. I allow time for socializing, chatting, learning the news from the nursing home or a prominant story in the news prior to starting the lesson for often that gives me a lead that will help in that day's lesson or one in the future.
6. I encourage and I read their work aloud to the rest of the class (sometimes to other classes).
7. I comment on and compliment the student's abilities, talents ideas, appearance, humor, etc.
8. I play up their place in history - their jobs, family, unique childhood - in other words I get to know each one so I can refer from time to time to a certain event they've experienced.
9. I personalize my teaching in order to find best how to help each student identify with the lesson.

Marge VanAuker
September 1980

APPENDIX V

Individualized Learning Plan Examples

INDIVIDUAL LEARNING PLAN

Individualized Learning Plan Examples

EXAMPLE 1: Summary of Learning Plan

I have been evaluating the students in three areas: long term recall(over several months or even years), short term recall(week to week), class participation and ability to take part in meaningful discussion and to follow the direction of the discussion

Since I've had many of the students in my history class for two or three years I've been able to note changes over a long period of time. At the top of each sheet I've placed a N(new) or R(repeat) so it is clear how long they've been attending my class.

I've also noted at the bottom if a student has a physical disability which would limit their participation in class.

When necessary I've also included comments on certain students.

I hope to make these evaluations more specific in the future. This is really just a study of where they need more help and the direction my instruction should take.

Since I intend to change my plan until I develop one which is best suited for the course I am not keeping a record on everyone but on a cross section of students

I make the evaluations weekly.

KEY FOR EVALUATION

1-excellent, above what is expected
2-good
3-average
4-poor, but shows some learning ability
5-very poor or little recall

STUDENT:L.D. TEACHER:C.Craven HOME:Frenchtown C.C.

COURSE:American History REPEAT:Third year

WEEK	1	2	3	4	5
Long term recall	1	1	1	1	
Short term recall	1	1	1	1	
Discussion ability	3	3	3	3	

COMMENTS:

L.D. is very aware of what goes on in class. She has recall far beyond that of most students. She is limited in class discussion because of difficulty in speaking or being heard. She is also limited in class work because she has little or no use of her arms and legs. She is probably the most intelligent of any of my nursing home students and even students in other high school completion programs.

STUDENT:M.K. TEACHER:C. Craven HOME:Frenchtown c.c.

COURSE:American History New student

WEEK	1	2	3	4	5
Long term recall	1	1	2	ab.	
Short term recall	1	1	1	ab.	
Discussion ability	2	2	1	ab.	

COMMENTS:

M.K.is very aware of what goes on in class. She does have physical disabilities which limit her to some degree. I feel she puts in extra effort to overcome her disability in class participation.

STUDENT:I.D. TEACHER:C.Craven HOME:Frenchtown C.C.

COURSE:American History REPEAT:Second year

WEEK	1	2	3	4	5
Long term recall	2	2	1	2	
Short term recall	2	2	2	2	
Discussion ability	3	3	3	3	

COMMENTS:

I.D.has a problem in discussion groups. She knows what is being discussed but often tries to take over the discussion. She also uses information which is a little bit too much in the way of gossip rather than opinion based on facts or readings.

STUDENT:H.M. TEACHER:C.Craven HOME:Frenchtown C.C.

COURSE:American History REPEAT:Second year

WEEK	1	2	3	4	5
Long term recall	4	3	4	ab.	
Short term recall	3	3	4	ab.	
Discussion abilty	4	4	4	ab.	

COMMENTS:

H.M.has physical and I believe mental impairments which interfere with her learning ability. She retains some learning but below that of the majority of the students.

EXAMPLE 2: STUDENT:V.B. TEACHER:M.VanAuker HOME:Frenchtown C.C.

SEPT.16:V.is a very eager student. She's often the first in class to start the ball rolling. She responds well and shows sensitivity to others. Her reponses are logical and orderly. Her nature on the whole is cheerful and happy. She has a loving, sweet disposition. No hearing or vision problems apparent. I can sit her anywhere at the table and she's content-however if she had first choice-she'd probably sit next to me on a personal,friendly, friend to friend level. A lovely lady.

SEPT.30:Continues to be a very good participating student.

NOV.4: Still the same-cheerful, interested, dependable. I can depend on V. to be a pliable member of my class adapting to the conditions of the day. I need to take no special precautions on her behalf.

STUDENT:H.B. TEACHER:M.VanAuker HOME:Frenchtown C.C.

SEPT.16:My first class with H. as a student. He appears to be a gentle man-however his countenance is a nuetral stare. He doesn't respond to discussion going on around him. He looks lost in his thoughts or simply not thinking at all. I ask him simple direct questions-he answers with short phrases, few full sentences. So far he speaks only of his home in Iowa when he was a farmer. Our first two lessons though different in subject matter still brought the same responses from H.-his farm in Iowa. He is a nervous walker-paces in the hallway outside of class time and leaves the room frequently during the class period. But he always returns! Comes willingly to class and on the way to our second session said,"You're nice girl-I like class." I will have to find a way to deal with his nervous habit so it doesn't disturb my other class members.

SEPT.30:Today H. asked me a question! That's a breakthrough-he was thinking about our topic rather than just being brought back to reality with a direct question. I was probing for a poetic approach to individual autobiographies by tracing the hand of each and asking what those hands have done in life. Obviously I awakened a pleasent memory for H. He said he played the accordian for dances and then he said,"Do you like to dance?"

OCT.21: In attendance, but was not with it today. He couldn't comprehend the lesson(writing a letter to one's least favorite season). I turned it around and then approached him with writing to his favorite season. He still gave me very few words-it could have been too abstract an approach. I have dealt better with his frequent exits by placing a chair at the end of our table arrangement. Since he is one of my few ambulatory students, he automatically goes to where he sees the chair and sits. That way if I place it closer to the door, it avoids making his exits that noticeable to the rest of the class. It appears to work-the balance of the class haven't expressed annoyance with him.

NOV.4: Absent again(he has missed 3 of 8 classes to date)-will have to find out if his irregularity to class is to be an expected pattern.

STUDENT:L.D. TEACHER:M.VanAuker HOME:Frenchtown C.C.

SEPT.16:A quiet lady-lacks confidence so far.

SEPT.23:Definitely not pushy but she's ready with her contribution when her turn comes. She's logical though not flowery in her interpretations of the lesson. Does not like to have the floor too long at one time.

SEPT.30:Today L. surprised me by saying happily,"I like this class"--hopefully her confidence is growing.

OCT.21: She's not too spontaneous-nor does she speak out during discussion as some of the others do. The majority of the others are old-hands at my creative writing class-so they no longer feel threatened by what others might think. Time will tell if this is L.'s problem.

OCT.28: Once again whe said how much she likes my class. At least I know she's not discouraged for she's hanging in there.

NOV.4: Absent-laryngitis.

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INDIVIDUALIZED LEARNING PLAN EXAMPLES
CLASS=CREATIVE WRITING FRENCHTOWN CONVALESCENT CENTER
VanAuker, Teacher

11/25 V.B.

Today we discussed the possibility of video-taping next week's class for the 310 project. V. showed reluctance to give her approval. She will probably attend the session but be quiet and not too vocal as she is very shy.

12/02: Much to my surprise V. was the opposite of my expectation during the video-taping. She expressed herself well in class with no signs of being intimidated by the camera at all, mind over matter!

12/16: V. is in the spirit of the season. She gave me a Christmas card and insisted I examine all her Christmas decorations in her room closely. She appears very happy and I hope the mood continues for I know she has in the past felt loneliness over the holidays. This is the time she remembers her parents, her home, and her pets the most and misses her happy past.

12/23: Christmas party in class today. V. was up early awaiting me in a new dress. She let a little of her saddness creep into her discussion at one point. But the class activity of decorating a live tree with snowflakes distracted her and she thoroughly enjoyed it. Patients like V. need us especially during the holidays to keep them involved and a part of life.

1/6/'81: Visited V. in her room. She's down with the flu and on oxygen, very weak.

1/13: V. is hospitalized with no change in her condition.

1/20: This is the hard part for a teacher and her class. V. died. Such a kind, gentle, loving lady. Losing a member of the group is difficult for all of us, today each mourned in his/her own way and it dwelt in everyone's mind. Next week after the adjustment to reality, we will resume. I've learned after 3 years not to press a lesson on to the class to get their minds off a death, but rather to let them all talk openly about it and work it out together. Next week things will probably be normal again

Convalescent home people are better equipped to accept and adjust to death than are out-siders.

STUDENT: H.B. TEACHER: M. VanAuker HOME: Frenchtown C.C.

11/11: H. did not respond well to todays lesson. He did sit where I "arranged" and it did alleviate any disturbance caused by his frequent leaving.

11/25: Did not stay for whole class - evidentally on one of his exits, he must have been distracted by someone else. Today we voted on next week's lesson and he did not appear to understand what we were doing.

STUDENT: L. D. TEACHER: M. VanAuker
HOME: Frenchtown C.C.

11/11: Listened very well in class today and enjoyed the discussion however she had little to offer herself.

11/25: Another backslide-she couldn't recall ever having been to class before - but she sat contentedly listening.

12/2: Once again L. didn't recall being enrolled in my class, however she was delighted that I appeared at her door to take her somewhere. I find if I can direct whatever topic I have to the locality where she grew up (Connecticut - or the East) she usually responds well. Otherwise she's lost.

12/23: Repeatedly commented how beautiful our live tree was today. Enjoyed the festivities.

1/6/81: Totally forgot over the Christmas break that she was in my class. And by the end of class when I was returning her to her room, she asked quizzically how she got down here. (the diversional room). L's inability to maintain a grasp on reality prevents her from making progress in my class.

STUDENT: I. D.

9/16: Had been pre-warned I. was a talker-could possibly dominate the class. So far she's been contained and has contributed very interesting material.

9/23: Is fitting well into class routine. She's a very well-traveled, worldly lady.

10/21: Is willing in her participation. She enjoys this class. We get along well. However she brings out the worst in a few of her peers-- most likely due to envy about her interpretation of the lesson. (That's only their opinion, everyone's contributions are equally valuable.)

11/4: I.'s mind is clear and alert. She's also aware she occasionally "over-vocalizes herself!" She makes a conscientious effort to control herself and if other class members are rude to her, she'll not create a fuss, but ignore it. She claims she can't see nor hear unless she's close to the teacher - however, occasionally she forgets and sits at the far end of the table and still follows the flow of discusion well. Her hearing and vision loss are not really a problem for me. Actually, I think she likes to be where the action is and feels she accomplishes this best when she's close to the teacher.

11/11: Always is in the spirit of the lesson. She even brought a friend with her to class today. She got along well with everyone and volunteered well.

11/25: Very verbal today plus enthusiastic about being video-taped next week. She strongly stated that more people should know what we're doing in our program. She certainly enjoys the discussion in our group.

12/2: Left the center - unfortunately had to miss video - taping.

STUDENT: L. D.

11/11: Was delighted to return to class today after her absence.

11/26: L. was very quiet today except for voting. She surprised me by casting her vote for "the Ocean", a very abstract topic. I thought she showed a creative stance on her part, she surprises me over and over. Very willing to be video-taped next week.

12/2: Luella was very prepared today, for the video-taping. She's dependable and has a very creative streak that becomes more apparent every week. L. has grown week after week in this course. I feel all she needs is to be encouraged and she'll take off and fly.

STUDENT: L.D.

9/16: One of the old troopers--has 4 years seniority with creative writing. Logical and orderly and very creative. Appears to be personally more content and happy this year. She responds well to me - we are old buddies. Lillian is confidant - she knows she can make things happen. Her power of concentration and mental organization become better and better - she's never caught short for want of something to say. She enjoys the mental challenge of a new unique topic every week.

10/7: L. has been the first one in the classroom waiting for my arrival. This is more momentous than it sounds for it means she has gotten her aide in gear early to get her up and ready which is a large, time- consuming job since L. is a big immobile patient.

10/21: L. can fill a page with a flow of material in no time. She never repeats. She listens intently to class discussion, takes active part discussing, and does not tolerate others not paying attention. She speaks out and would probably have been a lady to organize and take charge. Her only foible that I automatically contend with easily is to make sure she sits in the same spot weekly - however she is a large person and very imposing in her wheel chair and demands a lot of room strictly out of necessity where she can be sure her feet are not bumped. The class respects this - no problems occur.

11/4: Couldn't attend class today so I did her lesson in her room. She hates to miss class - wants me to relate all that happened. She's appreciate of my visit so she doesn't feel left out.

11/11: L. enjoys the holidays. We concentrated today's lesson on Thanksgiving preparation and it stimulated pleasant memories for her.

11/25: L. is willing to try anything- her wit and humor surfaces frequently in her writing.

12/2: Today was the video-taping. L. was very prepared for the session. She was dressed up had her hair curled and a list of notes in front of her written down by an aide. She wasn't going to let the class down on such an important occasion!

12/23: L. was quite pleased with herself today - she read Le Journal cover to cover by herself with my assistance in turning the pages. Over the years L. has become quite independent. I feel her constant and valuable participation in our class has played a major part in that progress.

1/13/81: L. always puts a great deal of effort into each class, applying herself conscientiously. Today I presented 15 samples of material of contrasting textures - L. examined each one carefully and then enmasse before selecting the ones that she worked into her lesson. She takes our class very seriously.

STUDENT D. G.

9/16: Obviously enjoys the class. D. can hold her own in any situation. Contributes mounds of interesting information.

9/23: Very easy for D. to grasp the days lesson. She's a good listener - can readily adapt the essence of the lesson to a happening in her life. She poses no problem to me - no hearing or vision problem - sits at a different location weekly - gets along with and is well like by others.

10/21: Incites delightful humor into her thoughts. Is very creative and often takes a more unusual approach to the lesson. Very cooperative.

11/4: D. had to miss class today because of a swollen knee - she was disappointed, I visited her room later to do the lesson with her and she was appreciative. She's interested in getting her diploma. She also is a futuristic person - wants to educate herself as much as possible for she still sees herself eventually getting back out into the work world (she's in her 80s). She believes the realm of computers is within her reach - it's something she could do with her hands and sitting in a wheelchair.

11/11: D.'s presence helps stimulate others in class because she is fun to be with.

11/25: D. gave her support to the video-taping. She thinks it's a wonderful idea and will help the program - she just hopes she gets to comb her hair!

12/2: D. withdrew a little today from our taping session - discovered later she did not understand the reason I asked H. to make room for hard - of - hearing Marie. I had made arrangements with Henry before hand - D. being loyal to her friends, was defending Henry by her withdrawl. Later on when the situation was explained to her all was o. k. Unfortunately due to the misunderstanding D. did not allow herself to be as creative as usual.

12/23: Back to her usual fine form. She was supervising the decorating of the tree today and delighted with the party treats.

1/6/81: D. responded with ease to today's lesson always making her response entertaining and amusing.

1/13/81: D. has a gift for associating the topic of the day with a true life story. She's very keenly atuned to past and present and can readily make a conjunction between the two. She's developed beautifully as a reliable member of our class.

STUDENT M. H.

9/16: Marie must sit close to me - her hearing is practically zero. Sitting too far away is disasterous - she disturbs the rest of the class because she speaks out while others are conveying their lesson to me, simply because she can't hear when others are speaking. It occurs to me that since M. can't hear she doesn't understand the overall idea behind the classes. Her presence occasionally adds confusion to the class so she demands immediate attention from me when she arrives, hopefully to avoid disturbance I try to keep her close to me.

9/23: M. is persistant even though she generally doesn't know what's going on, she's rarely absent but is notoriously late. In spite of my weekly visit to her room making sure she's awake and getting up, she doesn't hurry. The class tolerates M. - rarely says anything complimentory to her. She provides an annoyance to them.

10/21: Today M. arrived late (1 1/2hrs. late!) Then she was annoyed that there wasn't a place by the teacher for her to sit. Both I. (to whom M. is often rude) and V. volunteered to move to accommodate her - I thanked them for their offer considering

M.'s obvious annoyance but encouraged them to stay put since both are punctual and responsible for getting themselves there. M. has to learn that class starts at 9:30 and not 11 a.m. And if she continues to want to be a part of it she will have to make more of an effort. She is mobile and can walk her own geri - chair from her room to class with no problem.

10/28: M. was early today! Either my ploy worked - or it was accidental!

11/4: More co-operative today and under control than ever before. We'll see how long this lasts.

11/11: In regards to the above entry - Not long! She was late, not very responsive.

11/25: Late again. Sat too far away from me so - couldn't understand the explanation of my lesson. I explained directly into her ear and she still didn't understand. Eventually she left early. I do not believe she owns a hearing aid - perhaps in her condition, it wouldn't help.

12/2: Marie gave me a particular inciteful response to one of my discussion questions. It was her sole salvation - since she was late as usual. There obviously is no hurry in her for when I check on her prior to class, she's always in the process of getting ready.

12/23: M. is getting more difficult to tolerate - by the class members and by myself. She came in at 11 a.m. (class starts at 9:30), complained that she could not find her name on any of the writings in the Le Journal. I took the opportunity to diplomatically point out to her that she'd missed several lessons because she arrived when class was almost over. This also happened to be the day we had a Christmas party. She couldn't understand why the coffee was gone when she arrived! She ate half her treat - then left. Grrr!

1/6/81: Ill

1/I3/81: Arrived by 10 a.m. - early for Marie, sat immediately next to me, but couldn't hear my explanation. Talked all the way through the lesson disturbing others. Left early.
M. is definitely a problem in class. It amazes me she keeps returning when she apparently rarely knows what's going on. She cannot hear me even when I speak directly into her ear. Rarely grasps the lesson. If on occasion the words penetrate, she looks at me with the expression "why, what do you want to know that for?" I've tried writing the lesson on paper for her to read - but she doesn't wear glasses either and can't always see the words! She can be very frustrating to say the least. I feel I've invested patience and tolerance in M. and I have not discouraged her from coming but she's making no progress whatsoever and is not an asset to the class.

FINAL LLP REPORT MAY 1981 Student Name: Erma

Improving in following directions	1		
Improving in skills associated with catching ball	1		
Improved reflexes	1		
Flexibility improving	1		
Eye hand coordination improving	1		
Shows enthusiasm and enjoyment	1		
Throwing skills improving	1		
Shows increasing awareness of importance of exercise	1		
Shows interest or has started to exercise independently	2		
Displays patience towards other students	1		
has shown interest in attending class next year	1		
displays interest in helping others	2		

Physical Disabilities affecting evaluation: Left side paralyzed from stroke

Comments: ~~Left~~ Good student. Has learned to control bladder during class.

Key: 1= Outstanding, 2= Satisfactory, 3= Poor

2ND SEMESTER

2-17 Hjalmer -
Blankly attended class today - didn't take part but to my surprise came on his own after hearing his name announced over the loudspeaker. However, in the hallway after class it appeared he had forgotten he'd already been there, so when he saw me a glimmer of recognition into his face and he started to follow me, I told him I'd be back the next day for a make-up class but that seemed to confuse him. I am doubtful that any progress will be made with him, very little has occured thus far.

2-24 Absent from class but I saw him later and was surprised that he didn't seem to recognize me this week - he looked directly at me but proceeded soberly on without a glimmer of recognition. Strange reaction.

3-3 Hjalmer was absent. I feel he is in a definite back-slide here after I had felt I was making an in- road.

3-17 Absent

3-24 Saw Hjalmer in hallway - he didn't recognize me today. I'm sure he's fading out of the picture.

3-25 Absent

5-18 Hjalmer has been phased out. He does not appear to be capable of making progress in a class like mine. His ability to respond with understanding and to retain did not develop.

2-17 Lillian continues to follow the same pattern of not retaining any memory of class attendance. But if I ask her pointed, detailed questions, I can draw some information from her while I have her in session.

2-24 Same as above.

3-3 She was delighted to come to class. She recognized me on sight now although she doesn't realize what our class is.

3-17 Lillian was surprisingly tuned in to what day it was, she mentioned St. Patrick's Day a couple of times. And she was glad to see me and ready for class.

3-24 Absent

3-25 Anxious to come to class today - just to have somewhere to go!

5-18 Lillian has a very unusual part in our class. She gains most of the benefit by attending in the area of socializing and occupying her time outside of her room. Her retention of what we did in previous weeks is nil however her contributions on the spot are insightful, valuable and show a creativity in a very simple way. I will proceed to do more delving with Lillian when it's her turn to respond in class for she needs probing questions to lead her through the line of thought.

Luella -

2-17 Absent with a bad cold
2-18 " " " "

2-24 Back with us today and she was delighted, She doesn't like to miss class because she enjoys it so much. She is incredibly alert and even though she is not extremely vocal, she follows very closely what is said in class. She gets around very well and has no trouble with her hearing which makes her very adaptable to our class.

3-3 Listened intently to class discussion but didn't have much to offer. My topic today initially proved to be much too abstract so I re-adjusted it to best fit the few ideas that were surfacing. It was only a so-so lesson. And Luella who I thought would be very creative with it - simply wasn't.

3-17 Ill.

3-24 Didn't contribute much to discussion either day. Had to be
3-25 asked a direct question in order to get response.

5-18 Luella shows the potential to be a good, though not too vocal, student. Her creative thoughts occasionally need to be pulled out. I think she needs a longer length of time to accumulate her thoughts so I often save her response until the end of class. When I have a particularly unusual topic coming up, I introduce it the previous week and assign them to think about it. Luella responds very well in such a situation and occasionally brings in notes she's made through the week. Its a good tactic to use with such a student.

Dessie -

2-17 Dessie is excited about her impending June graduation. She listens very well in class and her responses are thorough and organized. She wrote a well-thought-out letter to John Murray about what the program means to her.

2-24 Once again Dessie responded to our lesson topic with no trouble - her creativity at age 83 keeps me continually amazed.

3-3 After I re-adapted the lesson, Dessie handled it well. She left a little early today though.

3-17 Dessie attended class even though she was not feeling well, and not at her best. She did make her contribution to class but she felt she wasn't doing her best job.

3-24 Had a definite problem today with Dessie and two other class members. Outside of class, several residents have a private war going over the stealing of "pop cans" unfortunately, it is the straw that broke the camel's back. The recipient of the wrath is Marie - because she is the accuser. Marie does not ingratiate herself with very many people. When she arrived in class today, Dessie had barricaded her side of the table with empty chairs hoping to deter Marie from sitting near her. It worked. However, wherever Marie chose to sit was still not all right with Dessie, so Dessie left. It had a cold water effect on my class and my lesson for two others allied with Dessie and left too.

3-25 Less animosity today with Dessie and Marie - Dessie put forth more effort to tolerate her and fortunately they were at opposite sides of the table.

5-18 I feel absolutely no individualized plan is needed in teaching Dessie. She is verbose, quick-witted, knowledgable, and readily taught. She responds easily to any approach.

Henry -

2-17 Glad to be back in class after a week of snow days. He participated well and remained after class awhile to visit. Henry is very happy at the present over his prospective June graduation. He is pleased he'll be sharing the spotlight with Dessie - they are good buddies. He asked a lot of questions about the graduation ceremony.

2-18 Today Henry was full of the devil and kidded his fellow class members especially Dessie.

2-24 No change - always does well.

3-3 Adapted and grasped the lesson probably the best of all present today. He can speak reams of material to me so that I really have to keep my pen moving, He brought another gentleman with him today who is from Henry's home area. Hope we didn't discourage him - he is very interesting and is vocal too. Asks questions which is very good.

3-17 Henry was fighting a cold today but he did his usual good job.

3-24
3-25 Henry needless to say got the ball a-rolling on today's subject and kept it going. He however was party to "the walkout" staged when Marie arrived so the day's lesson ended on a sour note. He returned after class to have a word with me concerning Marie. He said plain and simply that he didn't like the woman and had no intention of being around her.

5-18 Henry is a success in this class. He requires no specific or special approach - he's just very adept at expressing himself.

Iva -

2-17
2-18 Iva has decided to join us after an unsuccessful attempt at the beginning of the first semester. She appears to be a very good addition to the class, participating logically and is alert to conversation.

Iva - (continued)

2-24 Iva is proving to be a good addition, she too is alert and appears to follow what's going on in class.

3-3 Ill.

3-17 Iva is learning how to contribute to the class, but hasn't reached her peak. I'm sure she'll catch on more as time goes by. She does appear to enjoy the class.

3-24 Iva is gaining every week. Her attendance has
3-25 been good and she appears to enjoy our lively discussion.
Nothing gets by her and she has a keen sense of humor. The
topic was quite conductive to her participation yesterday
and today.

5-18 Iva will continue to improve because she has potential, wit, and a sharp mind. I aid her in her responses by keeping her going and asking questions. I eventually feel that I won't have to do this.

Lillian -

3-3 Somehow I missed making entries on Lillian up until today although she only continues along her usual productive and interested path. Truly a pillar of the class. Today she was one of the few that adapted well to the fairly abstract lesson. She trys - I can always credit her with that.

3-17 Lillian continues to do her very best - she's had a good year and her humor never fails.

3-24 Actually - a continuation of the above entry applies here.

3-25 The same as above

5-18 Lillian needs no special approaches to draw her out. She's reached a very competent level.

APPENDIX W

Resource Center

MANUALS AND ARTICLES

Armstrong, Margaret "A Program of Music Therapy and Physical Exercise for Withdrawn and Disoriented Residents of a Therapeutic Community." University of Michigan-Wayne State University, Institute of Gerontology, 1975.

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Coons, Dorothy, H. "Companionship Project: A Volunteer Program with the Elderly Homebound." University of Michigan-Wayne State Institute of Gerontology, 1975.

Eisdorfer, Carl " Aging in the American Society: Resources for the Aged Reflect Strongly held Social Myths." Center Magazine Vol. VIII No. 2 March/April 1975.

Fanighetti, Robert A. Eric Reports "Aging and the Surrogate Family", " The Role of Continuing Education in Services to the Aged and Their Families". University at Albany, Institute of Gerontology, 1977

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APPENDIX X

Reports from Consultants

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Institute of Gerontology
THE UNIVERSITY OF MICHIGAN • WAYNE STATE UNIVERSITY

The University of Michigan
543 Church Street
Ann Arbor, Michigan 48104
Telephone: (313) 764-3493

January 9, 1981

Mr. Bill McDermott
Senior Citizens Adult Education
Program for Monroe County
502 West Elm Street
Monroe, MI 48161

Dear Bill:

I have enclosed my reaction and recommendations paper and hope it is helpful. I found the inservice very worthwhile and hope the paper will meet your needs.

As I rode with Tom Hickey, I did not incur any travel expenses.

Good luck to you all as you continue the project.

Sincerely yours,

Jane

Jane W. Cooper
Project Associate

JWC/pjr

Enclosure

INSURING QUALITY EDUCATION IN NURSING HOMES

REACTION TO INSERVICE PROGRAM

December 12, 1980

My reactions and recommendations concerning the project will be based on my background as an educator and trainer in the field of gerontology, drawing on my own experiences working with geriatric residents in institutional settings and training direct service staff in these settings. This reaction paper will first summarize my overall response to the inservice day followed by some specific recommendations in each of the discussed areas.

General Comments

There was no question that everyone involved in this project took it very seriously and had spent much time not only in planning for specific job assignments, but also in exploring the many philosophical and practical questions raised by the project. The kinds of changes in approach that were being described were clearly the result of team members testing out different ideas and not simply remaining satisfied with doing the same things over and over. These signs of internal evaluation and willingness to change are essential, but as they are not present in all programs, they are worth mentioning here.

Although a certain degree of naivete is inevitable among persons entering work with a much older population for the first time, my own respect for the dignity of older people makes me draw a real distinction between seeing someone's "face light up" because of the attention and educating a person. I find in my notes repeated references to this concern. Too often the feelings staff described were on the order of "What right do I have to teach this older person anything when I am only X years old.?" or "When their faces light up I feel good." The first comment implies that merely living a certain number of years connotes wisdom--as faulty a stereotype as the equally common one that older people lose intellectual capacity. It is important to be able to differentiate between what has been learned and what has simply been experienced or the teacher runs the risk of becoming obsequious and not being able to set standards.

With regard to the other comment, no good high school teacher would deny that seeing a student's face light up is one of the intrinsic and unmeasurable rewards of teaching. However, that in itself is not a sufficient reason for an education program. The staff need to be very careful in separating their own good feelings--as important and valid as these are--from the educational issues involved. What is being done for the residents in their "student" role that makes this really different from the role of a patient who is being worked with in a good volunteer program?

Curriculum

The curriculum reflects the recognition of the staff that the required courses need to be developed so that the content is most relevant to students with such varieties of backgrounds, educational experiences, and reasons for continuing their education. I was sorry that the videotapes shown were of classes in areas most commonly associated with classes for older people: Exercise and Fitness, Art, and Creative Writing. In particular it would have been interesting to have seen a History class, since these were described at some length. The emphasis on personal experience in teaching History could be positive or negative and without seeing the class in action it is hard to tell as it was described. I had a sense that much of the content was coming from the students' experiences. Gore Vidal has said: "History is idle gossip about a happening whose truth is lost the instant it takes place." We all personalize historical events that occur during our lifetime. Not having seen this class I may be overstating the point, but I see a real difference between enriching the course content and its relevance to students by using their life experiences as hooks from which to hang the connecting facts and the underlying reasons for the events that occurred and using the experiences and memories of the students as the bulk of the course. One is a history class while the other is a rich and interesting reminiscence but not multi-dimensional enough to be history.

Methods

The statement made by one staff person, that experience becomes the best means for choosing methods, was very true. The variety of methods used, the attempts to individualize learning plans, and the flexibility shown were all positive.

I believe that this may be the place to discuss the learning environment and how that has an impact on teaching methods. In the videotapes we saw it seemed evident that often the available space was woefully inadequate from the standpoint of emphasizing student participation. Given the normal vision and hearing changes that occur with age, the inability to insulate some of the classrooms from external commotion has to have an impact on the teaching methods chosen.

The inadequacy of space was particularly apparent in the art class. The leader was doing a good job of keeping the discussion at an adult level and was introducing important concepts. But, the students were seated around small tables so that half of them had their backs to the leader and were often asleep, while only those facing him were participating. This would occur in a high school classroom as well--who has not fallen asleep in class at some time? But it reinforces the interrelationship between the physical environment and what is going on within it. In Milieu Therapy we emphasize the interaction of all aspects of the Milieu--the physical surroundings, the program, and the potential of staff, patients/residents.

Evaluation

It is essential that evaluation of student progress be done for several reasons:

1.) If the program is to be comparable to a high school education, students and faculty must have a way of determining whether student progress is sufficient to indeed be comparable.

2.) Older adults have an expectation that they will be evaluated or graded when they attend classes because this was part of their earlier school experience. There can easily be less sense of responsibility if there is no evaluation--grading can demonstrate levels of expectation which can raise a student's personal expectations.

3.) Evaluation is necessary for the sake of the program leaders and faculty because feelings and impressions about the involvement of students and about their progress need some form of measurement to justify continuing the program. "Accountability" is not unreasonable.

Having said this, the question which was discussed in the inservice which elicited the broadest range of opinions was "how should these students be evaluated?"

My observation was that the staff did not take its decision lightly and had already spent a great deal of time trying to individualize evaluation techniques while also trying to maintain certain standards and expectations. Just as in any high school program, different classes will require different evaluation techniques or methods of determining which of the letter grades is appropriate. Certainly attendance and participation seem most significant benchmarks in these classes. If enrolling has been an individual choice, then it could be expected that this would be accompanied by a willingness to attend and participate, not to mention the fact that it would seem impossible to have "passed" a class which is built around group discussion if one has not attended.

One of the best kinds of evaluation techniques identified, which seemed to me to meet the desire to individualize evaluation, to establish levels of expectation for student and teacher, and to meet state regulations is the individual conference. A conference when classes begin will enable the student to establish realistic individual goals and to identify with the teacher what would be expected in order to receive certain grades. Periodic conferences might "checkout" perceptions, and a final conference would revolve around determining the grade.

However evaluation is carried out, it is basic to a program that hopes to be more than a good and interesting experience.

Summary

The above focused on reactions and recommendations and as such seemed to pick out areas of criticism. However, the project itself is a good one, the staff are involved and interested in growing, and my overall sense was very positive.

Jane W. Cooper
Project Associate
Institute of Gerontology

JWC/pjr

SCHOOL OF PUBLIC HEALTH
HEALTH GERONTOLOGY

ANN ARBOR, MICHIGAN 48109
313/763-5582

January 5, 1981

Bill McDermott
Senior Citizens Adult Education Program
502 West Elm Street
Monroe, Michigan 48161

Dear Bill:

Thank you again for your invitation to participate in an assessment of your very innovative and interesting program. I enjoyed the opportunity to meet with you on December 3, and to spend the afternoon learning more about your program. In general, I was quite favorably impressed about the motivation and interest levels of you and your staff, as well as about the creative scope of this project. It is certainly different from what has been tried previously for stimulating the mental and social lives of older nursing home patients. You are to be congratulated for this great endeavor.

On the enclosed pages, I am providing a summary report of my reactions to your educational project. These reactions are based on my own perspective as a psychologist involved in research on geriatric health behavior, and after 15 years of teaching, working directly with older people, and designing educational experiences for practitioners who work in health care settings. I hope that my comments are helpful with some ideas of use to you as you proceed.

I believe that my perspective should be fairly objective and unbiased. At the same time, such a limited exposure to your program will undoubtedly prevent me from having a full understanding of what you are trying to do. Thus, if I have missed the mark in my assessments and evaluations, it is probably a failure to grasp the situation in such a short time, rather than an intentional error.

I am enclosing with this report a few reprints of programs with which I have been affiliated. Although these are not directly parallel to what you are trying to do, there many be some ideas of use as you proceed in curriculum building and the development of techniques for assessment and teaching.

Best wishes of the holiday season and for continued success in 1981.

Sincerely,

Tom Hickey

Tom Hickey
Associate Professor
Program Director

TH:rr
enclosure

MONROE COUNTY'S HIGH SCHOOL DEGREE PROGRAM FOR NURSING HOME AND CONVALESCENT CENTER PATIENTS

A commentary by
Tom Hickey
Associate Professor and Director
Health Gerontology Program
University of Michigan

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The basic premise of your program is a very sound one indeed, i.e., that older nursing home patients can benefit greatly from educational experiences which provide mental, emotional and social stimulation. A corollary premise of the program seems to be that many of these patients want to complete their high school educations. Hence, you are designing not only quality adult education for these patients, but you are also structuring it with a specific degree outcome as the major goal.

This is an imaginative idea, but it raises two major concerns. 1) Not every adult education program is appropriately a part of a high school degree; and 2) not every nursing home patient is capable of, or should be encouraged to work towards such a degree regardless of academic background. In the first instance, it would be a shame for the degree goal to override the appeal of different types of learning experiences, and to produce a course of study that met State Department of Education requirements but that greatly compromised the needs and preferences of the patients themselves. In the second instance, one must recognize the enormous diversity among these elderly patients. Not only is there great heterogeneity of interests and skills in this group, but there are wide perceptual differences. Limitations in sight, hearing, speech or motor control affect learning processes and achievement potentials; emotional and psychological characteristics unique to this group must be understood; and finally, there are learning levels which preclude degree achievement.

If a degree program is offered as the standard or norm for an educational experience in a nursing home, many patients will be constrained to try to fit within that program, while others will drop out considering the ultimate goal as unreachable for them. Others, too frail to participate regularly in such a course of study might best be urged to attend on an ad hoc basis on days that they feel well enough to participate. There is also some concern about raising the expectations for a degree, only to find that they are unable to attain that goal due to changes in their health. At this point of decline and deterioration, in their lives, an additional failure might be unnecessarily painful.

There are some very important ethical and professional concerns about tampering with the lives of dependent older people, just as there are analogous concerns when we teach young children. There is a real problem of exclusion that will take place here for those who cannot participate in the program. I think that as professionals, as well as a state funded program, you have an obligation to provide some kind of educational alternative for these others who are unable to complete the degree. When considering alternatives one need not become elaborate. The literature has demonstrated over and over again that just being involved in such patients' lives has a therapeutic effect. The attention of teachers, volunteers, friendly visitors, and even researchers who return successively to visit the same older patients has been shown to be beneficial. Thus, for those who cannot reach a degree, some fairly basic level of educational involvement in their lives would suffice.

In teaching adults, a great deal of emphasis has been placed on the importance of experiential learning, whereby a certain amount of their adult lifetime experiences are incorporated into the learning process as examples or applications of principles being taught. This is certainly a useful approach. My own experience in teaching a mixture of younger and older adults in the same classes (typically evening courses at the undergraduate level) has shown that the experiences of the older students serve as a useful "reality orientation" for younger students. This context presents some difficulties or challenges for the teacher, however. Many of the observations offered by older students, for example, are merely anecdotal with little basis for generalization. If the instructor permits a student to ramble on and on with a number of life experiences, case histories, remembrances, etc., the learning objectives may be lost or otherwise become diffused in the process.

My advice to you here is to examine this delicate teaching technique very closely in the context of each of your courses, and make some decisions in advance about what types of adult life experiences are constructive additions to the classroom context. Those of us who teach gerontology courses to younger students experience an analogous kind of phenomenon when students say things like "my grandmother does this or that," or "I know an older person who behaved in this way," etc. Sometimes such contributions are useful; usually they are not, especially when the student uses the older person as the basis for generalizations. As I have indicated previously the elderly are a heterogeneous group.

On the one hand, it was clear to me that the professionals and educators with whom we met have a high degree of motivation and interest in working with the older nursing home population--something quite laudable indeed. At the same time, however, I did not see the degree of objectivity or detached professionalism that is necessary for working with this population. It is almost as if your staff had moved from the negative stereotype of aging to an attitude of naive benevolence. A more objective approach is necessary to work with patients who are teachable, motivated, and easy to deal with, while simultaneously aware of the negative aspects of aging.

One thing that might help in this regard would be for teachers in such programs to obtain a basic understanding of the older population, their typical behaviors, the nursing home context, and some of the family-patient-staff dynamics which have been observed over a number of years of research and practice. This comment goes along with my earlier one about "professional tampering" with older peoples' lives. I flavor of your programs. However, they did not provide much overt evidence of the academic value and content of your programs. This is not to suggest that I question the academic value overall; some of the incidental comments in the discussion that followed suggested how course material was presented and what its intellectual content was. Also, the course descriptions in your flyer seem more substantive than what was actually indicated in the classrooms. An example of my concern: it was suggested in the history course that the approach is to work backwards in time so that people could seek various predictors or conditions, and other factors which led to a given event. That does not sound like a very valid or adequate approach to historical reality to me. It leaves too much to personal anecdotes and viewpoints, the corrections of hindsight and differences of opinions in political beliefs.

Some other course descriptions seemed unrealistic for the majority of nursing home patients: the electronics course, typing instruction, and the swimming course, for examples.

These comments suggest that initially, you should establish some minimal course objectives, even before determining what an individual patient's learning goals should be. With these minimal objectives in mind, it will then be necessary to assess patient capabilities for participating in such courses, rather than modifying the courses to fit various patients. This is not to suggest that your approach be inflexible, or that individualized instruction is not useful. However, there must be a basis, or a core definition, of what constitutes academic substance of each course. There can then be a number of ways suggested in which your students can reach such objectives.

In this regard, I would recommend a greater use of non-classroom time (e.g., in activities like watching television, listening to the radio, and participating in informal discussion), in order to promote mental stimulation on a continuing basis. It would be possible, for example, to apply various learning objectives each week to some current activity in which students could participate at their own leisure. In the material you present to the state, you could indicate examples of activities which illustrate the potential of such learning experiences outside the classroom. Just as it is an important goal in the education of children to promote independent thinking and inquisitiveness on an ongoing basis, so it should be in your program. Some of the non-classroom time then, could be spent in working through various course objectives to the best of each student's abilities.

Let me provide some examples:

--Gerontology Course: In dealing with the course objective of stereotypes and myths about aging, students could be encouraged to search T.V. programs, magazine advertising, and other media for examples of such stereotypes.

--History: Historical events could be presented through short readings and/or audio tapes, followed by a list of open-ended questions for people to work on and digest between classes.

--Music and Art History: Once again, students could listen to contemporary music on the radio or T.V. or look at art reproductions, and then respond to open-ended questions about such things as, what does the mood or the setting or tone of music do for a particular television program, for example.

--Health and Fitness: Self-studies and time dairies of what they do and eat in the course of a week are an obvious example here.

--Bible Course: Since many of them are more likely to read their Bibles than other literature, you might simply give them some themes to look for in their weekly reading.

--Literature and Movies: Again the television is a good resource. Since television movies are frequently serialized, a programmed kind of instruction is possible.

--Something Different Course: Students can learn a great deal about non-verbal communication by turning-off the volume on their T.V. set and attempting to decipher what is being communicated non-verbally. If some students watched and others also listened, then some interesting discussions and comparisons could be made of what was conveyed with and without words.

These brief examples illustrate my main concern: the educational experience must be designed as an ongoing and continuing learning experience with less emphasis on the classroom context itself.

Methods

I was impressed with the quality of the interaction between your teachers and their students (as exemplified on the videotape), but there are a number of additional techniques and skills that could be learned in special courses and workshops dealing with elderly populations. I have seen how others at the University of Michigan Institute of Gerontology, in the State Hospital at Ypsilanti, and other places have mastered some rather critical techniques for working with older impaired populations. For example, there are specialized techniques for dealing with sensory-impaired patients, for knowing how far to push people with certain impairments, what are the key signs and symptoms of changes, and problems. If your program is to be a model for others in the state, then you must also propose some basic criteria for teacher skills so that others do not jump in unprepared.

I concur with your recommendations about more individualized instruction. Additional eye contact, personal touching, slower-paced speech, tone and volume directed to their needs, etc., are all important in this context. I would suggest that efforts be made to divide students into small groups as you work with them in the classroom, rather than having single presentations for the entire group. For example, if they come in with some homework, as outlined above, they could report individually and then divide into small groups for working on a similar task with a different application so that they learn the general objective that you are trying to get across. This would enable the instructors to move from one group to another. The videotapes made it very clear, for example, that several patients in each class were oblivious to what was happening in the larger group especially in the art class.

I would recommend a limited use of textbooks in favor of short printed handouts that they could collect in notebooks. I am not familiar with the best possible materials, although I have seen what has been done for special education at younger ages. I would hope that you will get some good suggestions from your teacher-consultant on this subject. There is a wealth of usable material ranging from audio, visual, and written materials, to games and other techniques.

Finally, where possible, I would strongly recommend the use of overhead projectors; blackboards are difficult to see in all but the ideally-designed classroom.

Evaluation

I feel you are strongest in your evaluation efforts. You have carefully considered and formulated a rationale for a letter-grading system. While I do not favor letter grades for this type of population, I see the need for it to satisfy goals and objectives at the state level. I would suggest some variation in emphasis of the criteria indicated: attendance, participation, and attitude/interest.

I do not think attendance is as critical as evidence of ongoing learning activities between classes (as previously suggested). Thus, if various class sessions had specific learning objectives, attendance would not be as critical as the mastery of that objective. You might divide a course into blocks of time, assigning learning objectives to each block of time. Then you could measure the degree of accomplishment against those objectives during a prescribed period. This suggestion also obviously applies to the participation criterion: some people find classroom participation more threatening than others. Again, the recommendation is to look at the extent to which they participate in the learning objective itself, whether in the classroom or through outside work.

One of the most important issues in evaluation which must be incorporated in your program relates to the patient's anxiety about being assessed. It is very clear from the literature that competitive performance for many older people is very threatening. In addition, the increased arousal level and possibly the high anxiety that are generated, work against their performance and interfere with various learning and memory processes. So your attempts to evaluate their performance could easily counter the learning efforts themselves. Establishing an overall goal serves as a motivating force in itself; evaluation of progress towards that goal needs to be highly individualized and conducted in a way that does not appear to judge or threaten their efforts. This is a difficult task indeed.

A question raised in our December 3 discussion of evaluation was: What are the standards against which one evaluates: There are no viable standards here; given the heterogeneity of the population, it is unrealistic to think that appropriate population-group norms and standards could be established. My recommendation is to develop standards based on minimum learning objectives for each course. Establishing such objectives will require making sound educational judgments rather than basing them on what a typical population of students should be expected to accomplish. After several experiments with various courses, the objectives may well shift. However, by establishing fairly minimal level ones, the course goals should be attainable and not too difficult to evaluate. Some might argue that this in effect might dilute the validity of a high school education. I disagree, and suggest that it be accepted from the outset that this high school degree will differ in scope and purpose from the typical high school in the district. It would be worse to err on the side of establishing too high objectives, given the implications of failure within a population that has already experienced considerable losses in their lives. These comments are simply approaching a point made earlier in a slightly different way--i.e., the challenge, effort and risks incurred working for a high school degree may not be appropriate for very many people in nursing homes. In order to make it more desirable, the learning objectives should be established at a minimum level.

I hope that these comments are helpful to you. Obviously some derive from my experiences with the elderly rather than from the literature. Since the gerontological material does not make too many specific suggestions on how to proceed with such a program, I would rather be guided by concern for older peoples' capabilities in the face of declining health and chronic impairment in late life rather than by standard academic goals or pedagogical approaches. If your population were non-institutionalized and relatively healthy, my suggestions would be different. However, since you have chosen to focus on the nursing home population, I think an approach must be made which takes into account their health dependencies and capabilities, setting goals that are both achievable and rewarding.

Clonlara
Pat Montgomery, Director
1289 Jewett Street, Ann Arbor, Michigan 48104 (313) 769-4511

January 2, 1980

To the Inservice Staff:

An apt synthesis of my general impression of your program is best stated by this analogy: Here in our alternative school setting where I expend more physical and emotional energy in one day than I did in a month or more of traditional teaching I sometimes ask myself, "What are you accomplishing? Why do you continue this?" For an answer I need only visit a traditional school for a short spell.

Should you ever wonder shy you expend energy in behalf of a relatively small group of older people, you also might simply visit traditional centers even for a short spell. I applaud the work you are doing and am grateful to have peered into it; the crust of my cynicism toward institutions and bureaucracies got a hefty rift in it because of that view.

Here follows my impressions and recommendations of the inservice training we shared. If I can be of any further aid in your work, let me know. Keep on.

To Life,

Pat Montgomery, Ph.D.

PM/jc

REPORT ON SENIOR CITIZENS ADULT EDUCATION PROGRAM FOR MONROE COUNTY

BY --

PAT MONTGOMERY, PH.D.

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CURRICULUM IMPRESSIONS AND RECOMMENDATIONS

As far as curriculum content is concerned, I am most impressed by Judi Schneider's report that courses "change with the needs of the students". What more need be said for appropriateness in this area? It seems to me that this is the ultimate in the teaching/learning situation: the "teacher" adapts both personal style and technique to the exchange of information in a given area (history, literature, math, etc.); the "learner" chooses and absorbs that which is of most value to him/herself. The process continues in this flexible, individualized manner. Students are invited to request new classes.

Judi also pointed out that "outside" class work is scarcely possible since both resources (equipment, materials, etc.) and staff are not on hand to facilitate this.

My recommendation is that a small media center (even a good-sized closet would suffice) be established in each center and be staffed by one librarian. type person (even a volunteer) for certain specified hours on certain sepcified days. The amount of material available free of charge[1] would provide ample arts and crafts materials; books, periodicals, and magazines used in the classes could be lent out or used only in conjunction with the media center's open hours; audio-visual materials (film-strip machines, film projectors, tape recorders and cassette tapes) could also be kept for "library" use much as they are in any high school in the area.

Expensive equipment (if not donated by the manufacturer) can be obtained from the Intermediate School District on a bid rate. A single projector, say, could circulate among the centers to cut cost of acquiring one for each. The various electronic calculators now on the market could assist in refining math skills. School systems frequently dispose of world, national, and state maps used in social studies classes;these are sometimes available for the asking and would enrich any media center for students' "outside class" work as well as being available to teacher and students during classes.

Even a meager fare of resource materials would supplement the already rich curriculum of Senior Adult Education Program.

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[1] For example: Xerox Corporation on Zeeb Road in Ann Arbor gives away end spools of paper and manila cardboard upon request. (It is otherwise burned each week). Michigan Bell Telephone gives away cable ends consisting of multi-colored wire excellent for wire sculpture.

Methodology: Impressions and Suggestions

The latitude granted to teachers in the area of methods assures that these will vary from instructor to instructor and fit the student/teacher as individually as possible. A perusal of the methods now employed suggests that the imagination of the teacher is and needs to be the sole limiting criterion for which method is employed. It appears that teachers are encouraged to utilize a wide variety of methods. It is encouraging to note that personal contact and humane interaction between students and staff members is valued above the more traditional approaches of "psychological distance" between student and staff, adherence to a prescribed course of studies replete with textbooks and standardized (perish the thought) "one-size-fits-all" lesson plan approach.

To the many methods now extant, as reported by Carolyn La Voy, I would only suggest the use of outside resource people who may prove eager to share their area of interest with the students if asked --- local school teachers, judges, postmen & women, pharmicists, entrepenuers, philanthropists, librarians, guitarists, craftsmen & women --- whomever! This would undobtedly provide an educational opportunity both ways to assure community understanding of senior citizen's situations and free exchange of ideas with those currently minding the store, so to speak. Many people feel honored when requested to appear and share with a class.

With an eye toward community involvement, efforts might also be made to establish a form of young person-older person contact on a regular basis, an "adopted grandparent" situation of sorts. Perhaps the model of Teaching-Learning Community in Ann Arbor Public Schools (see Appendix A) might be adapted. The R.S.V.P. program (Retired Seniors Volunteer Program) of Monroe County might provide a model here (address is Appendix A). Wouldn't our youngsters benefit from regular contact with seniors?

Finally, I would only suggest as valuable aids to teachers in whatever methods they choose to employ, the following sources:

1. Monroe Intermediate School District.[2] Here films are available for loan; they are delivered and picked up entirely free of charge. M.I.S.D. also has a media

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[2] I am basing this upon services now offered by the Washtenaw Intermediate School District. Monroe may have more or fewer services.

center open to any teacher for reference materials as well as kits of every size, shape, and subject area which may be borrowed and used in the classroom (these, too, are delivered and picked up by M.I.S.D.). This is a veritable fairyland of materials for teacher use and classroom use. Some is accessible only to special education teachers so it helps to have one or more so certified who will lend their certification for kits, hands-on materials, games, and books to be shared by all.

2. Ypsilanti Public Library. Here resides the largest collection of audio tapes in the State; the catalog runs the gamut --- Archeology through Zoology, not to mention entire Jack Benny radio shows, The Shadow, Top Ten Hits of 1952 and Tom Mix shows (oh! the nostalgia!) Any resident of Wahtenaw County is eligible to take over empty audio tape cassettes to have them dubbed with the Master copy or simply request the library's own tapes to be used and then returned.

3. County Library. (Again I'm basing this on the Washtenaw version I'm so familiar with...) Here can be found films (8mm and 16 mm) for use by any county resident --- any, not only teachers and students! These must be picked up and returned by the borrower.

4. Newspapers. The Detroit Free Press has a program for classroom use wherein a newspaper may be procured for each class member and used for grammar, creative writing, current events, journalism, etc. The cost is nominal and is frequently reduced upon request.

5. The Foxfire Approach. Elliot Wiggington of Rubin Gap, Georgia constructed a model of community involvement between old and young in his Appalachian area. The result is the Foxfire books which, taken all by themselves would be of interest and enlightenment to seniors just in pointing up the vast store of work-a-day logic they've amassed in their lifetimes, let alone as a potential model for youngsters' (elementary, junior high, and high school students) and seniors' alliance.

6. Local Public Library. These usually have "outreach" programs of long term book lending to schools (S.C.A.E.P. of Monroe County would surely qualify) on specific subjects or just random selections. They also have picture files available in almost every subject category. They also have borrow-an-art piece set-ups whereby framed art works can be borrowed for months at a time to decorate a classroom or hallway.

7. Ontario Institute for Studies in Education on Bloor Street in Toronto, Canada produced a History Box that dovetails exactly with Carolyn's description of the approach to history study. It contains memorabilia of a given event, say World War I. A 78 rpm record of a hit tune, a few posters of the period, chapters torn out of sundry history texts, letters from mothers and lovers to soldiers, etc. form the "stuff" that students rummage through to recreate the time and study the events. It's a dynamic, appealing approach very much in tune with what is already in place at Senior Citizens Adult Education Program.

Learning by doing helps students learn almost as much as it helps teachers teach.

Oh, yes, have you encouraged teachers to read Tom Gordon's Parent Effectiveness Training? The parts I've found most helpful are the annotated list of "don'ts" in the early chapters and "Active Listening".

Evaluation: Impressions and Recommendations

I expressed my reaction to the grading system verbally at the inservice; I reiterate, in part, here and expound a few additional theories as well.

The overall impression I received from viewing the video tape and sharing, however briefly, the aims and purposed of S.C.A.E.P. of Monroe County staff members was that of humane, hard-working, earnest people fully aware of the new ground they traverse, willing to forge ahead carefully and deliberately to develop a successful model of touching the lives of older people. The actions gave substance to the creed: we treat students as people; each is an individual distinct from every other; each is unique and worthy of respect. These are truisms only otherwise mouthed by erstwhile curriculum committee people, school board people, administrators, and far too many teachers of students of all ages. Seldom do teachers' actions match these vervalizations of individuality and uniqueness. Yours do. You have a laudable, humanistic program -- a rarity, to be sure. An innovative, up-to-date wonderment that finally finds a fitting match intellect and emotions.

But, alas, the evaluation system being employed is a throw-back to the Middle Ages; it has been under attack for the past 15-20 years on all levels of education. It is trite, demeaning, destructive, uncaring (to say the least!). I must take issue with your statement, Lynn, @When they (students) actively participate, they're learning." You used it to support class participation. Of course, it "ain't necessarily so" or all the wallflower-types and retiring folk of all ages are then chronic non-learners. But it is a generally accepted fallacy which is why I harken to it now.

Enough dissidence! If not grading, what then?

Well, for openers, let me share some findings my experience has taught me. The people best qualified to determine whether they are actually learning (progressing, catching on to something, achieving, getting new facts, putting forth their best effort, etc.) are the learners themselves. And they usually are more than eager to say just exactly what they're doing vis a vis subject matter and the teaching/learning situation if they're invited to do so. That's where teacher observation and teacher/learner conferences come in:

Teacher/learner conferences

Depending upon the length of the course, one, two or even three short conference times can be established. The first must come almost immediately after the start of the course to set the expectations of teacher and learner. Together they set the goals (What do you want to get out of this course? How will you know if you're getting it? Etc.) This takes only a few minutes per student and can even be done with more than one at a time --- even with the whole group provided all can write down their responses. The later and/or final "conference" can be used to have the student rate him/herself (on a scale of 0 to 10) on how well he/she accomplished his/her goals. The teacher can also rate the student, discussing each one's rating thoroughly. Again, this does not need to span any large amount of time.

Then, there's a more formalized method of doing this, namely, by using a "contract".

Teacher/learner Contract:

William Glasser in Schools Without Failure presents several workable, individualized contracts. It boils down to the teacher listing goals he/she hopes the student will achieve during the course and the student also listing goals he/she wishes to achieve. The lists are merged and then become a guide to refer to once or twice to determine what's really happening in the course and how successful each has been.

Then, there's that supplement to teacher observation (in and of itself a very viable evaluation device, dear teachers!), the teacher-given test. All those pop quizzes, verbal and written that can be used as part of any system of evaluation. Not standardized tests -- Heaven forbid!!

In all of this teacher/learner involvement in evaluation, both will be evaluated; teacher will promise to do such and so -- student will promise to do so and such. It's a two-way street. It ties even more firmly the bond of trust and respect between these two principals striving together toward the same ends -- the acquisition of knowledge, sharing, experiencing, living. The adversarial role of teacher vs. student has no place here. (It accomplishes mainly hostility and distrust anyhow!) Use of "carrots", "sticks", and all manner of threats, punishments, and other external devices which underly the grading approach is unnecessary in this pioneering work with seniors.

At the risk of being risible I include here some forms I've drawn up recently with my 10 to 14 year olds toward our evaluation process. They are highly individual and are based on our point assessment of our learning situations. They might serve as only a "for instance" for your situation. (See Appendix B). Just off the top of my head I'd imagine that your teachers might want to include such items as 1) class participation
2) "outside" class work
3) attitude toward class generally

4) interest in class work

...and the like in teacher/learner-made evaluation instruments. All the class objectives (trips, pen plas, readings, etc.) should be included in the list.

Combining these several methods would surely create an acceptable (superior, I dare say) evaluation method for the students. Also, the use of the video equipment (even if done only occasionally) is a superb instrument for class evaluation of itself and for individual evaluations also --- both teacher's and student's.

There, having said all that, I feel I have only scratched the surface of quality, innovative, individualized evaluation. I would be willing to conduct a workshop for teachers at their orientation or inservice times to further elaborate and define these sketchy concepts. They are functional! They are currently being used! They are successful. Amen.

An afterthought: It appears that teachers have created an environment wherein students can express their needs and interests. Following through on this open approach with an open, shared evaluation process seems to me the finest complement. Your model would then embody the best of that "process, not product" orientation so highly touted in traditional school settings and so rarely achieved. With older students, I venture, the "product" is the sum total of their prior life's experience which they sometimes feel isn't even worth shining a spotlight on now; the "process" of living together and sharing --- that is the worthy aim of education of seniors.

Finally...in all areas, curriculum, method, and evaluation attention might well be directed toward (for lack of a better term) "group dynamics". Living with 'strangers' as it were is difficult enough at any age but perceiving how members relate to one another, why, how to perfect the life of the group through each individual is certainly a worthy endeavor (and fun, too!). The cohesiveness which can result from having group members (teachers and learners) notice and understand their interactions empowers each to take control of his/her own lives. (I have listed a few sources in Appendix C).

Another afterthought for "Method":

The Intermediate School District sends out Requests for Proposals annually under Title I, II, etx. These help a school procure books, tapes, etc. to assist in teaching reading, counseling, etcs and may be applicable to your situation. These could surely help stock those "media centers".

APPENDIX 'A'

TEACHING - LEARNING COMMUNITY (BROCHURES ENCLOSED)

CONTACT PERSON: CAROL TICE
600 W. JEFFERSON
ANN ARBOR, MICHIGAN 48103
TELEPHONE: 313-994-2354

RETIRED SENIORS VOLUNTEER PROGRAM (RSVP) FOR MONROE COUNTY

CONTACT PERSON: SISTER MARIN VIRGO
58 NORTH ROESALER
MONROE, MICHIGAN
TELEPHONE: 241-8141

OR RSVP IN BEDFORD TOWNSHIP

CONTACT PERSON: PAULINE FERGUSON
8486 DOUGLAS ROAD
TEMPERANCE, MICHIGAN
TELEPHONE: 856-5029 EXT. 40

APPENDIX 'B'

"FOR INSTANCE" INDIVIDUALIZED EVALUATION FORMS

ON THE NEXT PAGE IS AN INTEREST SURVEY SHEET WHICH OUR 30 STUDENTS FILL IN AT THE START OF EACH TERM. IT IS COMPILED INTO THE "REPORT" WHICH FOLLOWS (ELLEN'S) AND USED IN STAFF, STUDENT, PARENT CONFERENCES. WE HAVE NO "REPORT CARDS".

INTEREST SURVEY SHEET

1. NAME THREE THINGS YOU ARE INTERESTED IN DOING...(MOST INTERESTED IN)
2. NAME THREE THINGS YOU ARE MOST INTERESTED IN LEARNING.
3. I LIKE READING FOR SKILL -- A LOT PRETTY MUCH NOT AT ALL
4. I LIKE LEARNING ABOUT NUMBERS -- A LOT PRETTY MUCH NOT AT ALL
5. USING THINGS TO HELP ME LEARN NUMBERS HELPS ME -- A LOT PRETTY MUCH NOT AT
6. USING WORKBOOK PAGES TO HELP ME LEARN NUMBERS HELPS ME -- A LOT PRETTY MUCH NOT AT ALL
7. USING HARDBACK BOOKS TO HELP ME LEARN NUMBERS HELPS ME -- A LOT PRETTY MUC NOT AT ALL
8. I THINK I PRINT FAIRLY WELL _____ I THINK I NEED PRACTICE IN PRINTING _____
9. I THINK I HAVE CLEAR, CURSIVE HANDWRITING _____ I THINK I NEED PRACTICE _____
10. I LIKE TO SPELL WORDS_____ I HAVE TROUBLE SPELLING_____
11. I PREFER SPELLING WORDS OUT LOUD TO A FRIEND_____ I PREFER WRITING THEM ON PAPER_____ I PREFER WRITING THEM ON A CHALKBOARD_____
12. I USE THE INDEX AND THE GUIDE WORDS IN A DICTIONARY -- YES NO SOMETIMES
13. I UNDERSTAND ALL THE ALPHABETIZATION IN THE CARD CATALOG - YES NO SOMETIMES
14. I UNDERSTAND THE DEWEY DECIMAL SYSTEM IN THE LIBRARY - YES NO A BIT
15. I LIKE READING FOR FUN _____ I ENJOY READING TO SOMEONE ELSE_____
    I ENJOY READING ALOUD TO A GROUP___ I LIKE TO HELP A NON-READER LEARN TO REA
    I LIKE MAKING UP STORIES TO TELL___ I LIKE MEMORIZING STORIES I READ TO TELL
    I LIKE MAKING POEMS___ I LIKE TELLING OTHERS ABOUT STORIES I READ____
16. I WANT TO LEARN MORE ABOUT CAPITALS, COMMAS, PERIODS, SEMI-COLONS, AND THE LIKE ____
17. I LIKE TO WRITE DOWN MY FEELINGS AND MY THOUGHTS AND THE THINGS I DO AND LEAR ABOUT_____
18. IN ART, MY FAVORITE ACTIVITIES ARE: PAINT DRAW CUT THINGS COLOR CLAY WOR PASTE OR GLUE THINGS BUILD THINGS DECORATE THINGS DESIGN THINGS (ADD YOUR OWN)
19. IN CRAFTS, I LIKE TO: WEAVE KNIT SEW CROCHET LATCH HOOK NEEDLEPOINT EMBROIDER WOODWORKING MAKING THINGS FROM "JUNK" (ADD YOUR OWN)
20. IN MUSIC, I LIKE TO: SING SONGS DANCE PLAY INSTRUMENTS WRITE SONGS MAKE INSTRUMENTS

A PROFILE OF ELLEN (AGE 10)

...according to Ellen herself: (taken from her "interest survey" sheet responses)

In general I like riding and dancing most. As far as academics go I haven't fully decided yet what I'd most like to learn.

I am pretty interested in reading for skill and will use the Impressions workbook I started last year as a guide in this. I enjoy reading for fun and have been reading "The Secret Garden" as of late. I like making up stories to tell others, memorizing stories to tell, making up poems, and sharing all these pursuits with others.

I am fairly interested in Math, especially in using things like cuisenaire rods in the process of doing math work. Workbook pages help me to learn it and gardback books, too. I'll be using the Mathematics #5 book, a variety of pages in my math envelope.

My printing is good; I need practice in script which I will get from the general writing I do in other areas during my work. I'm not going to do those script practice pages because I had a booklet full of them last year.

I have some trouble spelling words correctly. I now have a workbook in this all my own and I'll follow the lessons in it throughout the year.

I do want to learn about punctuation marks and will attend classes in this and have my usual handed-in work assessed for accuracy.

I will keep a journal sinci I do like to write down my activities and the things I think about them and the ways I feel about them.

My favorite activities in art are: painting, drawing, cutting things out, working with clay, pasting and gluing things, building things, decorating things, designing things.

My favorite crafts are: weaving, knitting, sewing, latch hooking, embroidering, woodworking and making things from junk.

In music, I like to sing songs, dance, play instruments, write songs.

WHAT HAVE I BEEN DOING HERE?
Lots. In the mornings I do math, spelling, reading, cursive (in my spelling), and attend the classes that are given. In the afternoons, I play, do projects, and do art.

WHAT WILL I DO IN THE WEEKS TO COME?
The same, except I may add more things in the afternoons.

(CONTINUED ON NEXT PAGE)

ON A SCALE OF ONE TO TEN I RATE MYSELF THESE WAYS:

1.	Making my own decisions	9 ½
2.	Making choices	8 ½
3.	Arranging my own work time	8
4.	Attending classes	7
5.	Doing independent study	7 ½
6.	Having respect for others while they talk or explain	9 ½
7.	...while they are at work	9
8.	Taking responsibility for my actions	9 ½
9.	Concentrating on my work	8

according to Pat and Pia

I am in agreement with Ellen's vision of herself vis a vis her work habits. In the area of having respect for people while they work and having a good concentration span in the face of certain distractions (friends, movement, etc.), I'd have to rate Ellen a 6 or a 7 at this time. (Pat & Pia)

Ellen is certainly an academician. I might only wish that her actual work in the skills areas would get done a little faster...not for her needs right now, for these are being well met, but for her work next year. (Pat)

In the diagnostic reading probe that I did in the last weeks, Ellen recorded about a year or so beyond the grade "level" (as they mistakenly say) of her chronology in Word Recognition and almost two years beyond in Oral Reading and Comprehension. In any event, she's well up to par in all academic areas. (Pat)

APPENDIX 'C'

BOOKS ON GROUP INTERACTION

1) JOINING TOGETHER by David W. Johnson and Frank P. Johnson, Prentice Hall, Inc., Englewood Cliffs, New Jersey, 1975.

2) GESTALT APPROACHES IN COUNSELING by William R. Passons, Holt, Rinehart and Winston, New York, 1975.

3) ANYTHING by Alan Menlo of University of Michigan

January 5, 1981.

Bill McDermott, Project Director
Senior Citizens Adult Education
Program for Monroe County
502 West Elm Street
Monroe, Michigan 48161

Dear Mr. McDermott:

As I reviewed my notes following your December 3rd, In-service, one comment stood out in my thoughts. That was: Key Word is appropriateness for students. In viewing the video tapes, I tried to keep this in mind.

Both the creative writing and the exercise classes appeared to achieve this goal. I had some concerns about the art class regarding student participation. The class setting and quality of the videotape may have contributed to my negative reaction. Although I agree with the goal of exposing the students to more than "arts and crafts", I had the feeling the students were not as interested or motivated.

Perhaps if it were possible to arrange a field trip to a museum or gallery they might become more involved. This could also add to their own personal experiences and lessen the gap between teacher/pupil relationship. I would suggest that the crafts class might be more beneficial for some students for the physical therapy benefits. Manipulating clay and weaving for example could have a positive affect on arthritic fingers.

Methods:

1. Keep lessons short.
2. Tell them what they will be learning.
3. Present information or tasks sequentially.
4. Be directive about what you want them to do.
5. Repeat and simplify directions if they do not participate.
6. Cue responses by using prompts or giving a model.
7. Present only essential information for generally they will have a memory problem.
8. Provide feedback at every opportunity and watch for their response. Possible to determine their understanding through this process.
9. Have structure for class and stay with it as much as possible.
10. Keep a written log of teaching activities and student responses. This will help tremendously in future planning.

Curriculum:

1. Develop course offerings to meet student's needs.
2. Greater use of audio-visual materials.
3. See attached bibliography of recommended materials for various required courses.

Evaluations:

1. Offer students choice of A,B,C, or no credit.
2. Use a point system based on specified criteria:
    1. attendance
    2. participation
    3. outside work
    4. performance
3. Pre-test every student to determine entering knowledge and skill levels. (This can be done in a variety of ways not just pencil and paper activities.)
4. Individual student conferences to determine educational goal for each subject.
5. Some accountability by student is an absolute necessity in order to maintain value of the program.
6. Suggest use of the Peabody Picture Vocabulary Test for Adults as a possible Screening device.

I hope this will fulfill your requirements and also offer you some valuable input. Please contact me, if I can be of any further assistance. My mileage was sixty miles round trup. Continued success with your project.

Sincerely,

Barbara Nichols
Supervisor/Special Education

BN:jn

BIBLIOGRAPHY OF SOURCES & MATERIALS SUITABLE FOR ADULT EDUCATION CURRICULUM

English

Source: Modern Curriculum Press
13900 Prospect
Cleveland, Ohio 44136

Materials: Specific Skill Skillboosters
High Action Reading
Write to Read

Source: Scholastic Book Co.
902 Sylvan Avenue
Englewood Cliffs, N.J. 07632

Materials: Literature Collections 7-12
(Some classics, modern-day plays, and contempory writing suitable for adults.)

Real Life Programs
1. Real Life Writing
2. Real Life Reading
3. Real Life Reading and Writing on the Job
4. Real Life Citizenship
5. Real Life Consumer Economics
6. Real Life Math

Source: Developmental Learning Materials
7440 Natchez Ave.
Niles, Illinois 60648
JR/SR High Catalog

Materials: Reading to Learn: Focus on Leisure Time

Growth in Grammar

Source: SVE-Society for Visual Education, Inc.
Department GN
1345 Diversey Parkway
Chicago, Illinois 60614

Material: Guiness World Records Reading
Comprehension Modules I & II.

Social Studies:

Source: Modern Curriculum Press
13900 Prospect
Cleveland, Ohio 44136

Materials: Skillbooster
1. Reading Skills for Social Studies
2. Building Life Skills

Social Studies - continued

Source: Scholastic Book Services
904 Sylvan Ave.
Englewood Cliffs, N.J. 07632

Materials: Social Studies Skills Program 12 units

Math:

Source: Fearon Publishers
Pitman Learning, Inc.
6 Davis Drive
Belmont, California 94002

Materials: Consumer and Business Arithmetic

Business Mathematics for The Consumer

Life Skills and Adult Basic Education (Money Management)

Source: Charles E. Merrill Publishing Co.
1300 Alum Creek Dr.
Columbus, Ohio 43216

Materials: Mathematics for the Real World
Mathematics for Today's Consumer
Mathematics for Everyday

APPENDIX Y

Workshop Brochure

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INSURING QUALITY EDUCATION IN NURSING HOMES WORKSHOP

...a two-day series of work sessions presented by the staff of
SENIOR ADULT EDUCATION PROGRAM
MONROE COUNTY CONSORTIUM

DAY I, APRIL 7 *"EDUCATIONAL PROGRAMMING FOR OLDER ADULTS"*

9:00-12:00 Classroom Site Visits; Video-Tape Viewing; Displays; Workshops
1:30-2:30 OPENING SESSION:
- The Older Adult As Learner
- An Introduction to Gerontology
- A Report: Insuring Quality Education In Nursing Homes Project

2:30-5:00 WORKSHOPS (concurrent)
7:30-9:00 Informal Wine&Cheese Discussion

DAY II, APRIL 8 *"CLASSROOM INSTRUCTION WITH OLDER ADULTS"*

8:30-3:30 Classroom Site Visits; Video-Tape Viewing; Displays
9:00-10:30 OPENING SESSIONS (see DAY I, 1:30)
10:30-12:00 WORKSHOPS (concurrent)
12:00-1:30 LUNCH PROGRAM
1:30-2:30 WORKSHOPS (concurrent)
2:30-4:00 TEACHER PANELS
4:00 ADJOURNMENT

Pre-Register Now
We Have Limited Openings

PARTICIPANT INTEREST PROFILE

In order to present workshops which will be most useful to you, please indicate your level of interest for the following:

WORKSHOP TOPICS	HIGH	LOW
1. How To Get Started		
2. Circular Management		
3. How To In-Service The Teaching Staff		
4. Life-Stage Related Curriculum		
5. What Does A High School For Older Adults Look Like?		
6. Developmental Tasks & Education		
7. How to Conduct Field Trips		
8. The Funding of Adult Education		
9. A Quick Introduction To Gerontology		
10. The Older Adult As Learner		
11. Site Visits To Classes:		
Nursing Home		
Housing Unit		
Senior Center		
12. Non-Authoritarian Classroom Politics		
13. Person-Centered Curriculum		
14. Effective Methods Of Instruction		
15. How To Evaluate Adult Students		
16. Educational Gerontology		
17. Public Relations & Recruitment		
18. Inter-Agency Collaboration		

19. I would be interested in attending a workshop on the following classes:

a.__Art
b.__Health & Fitness
c.__Bible as Literature
d.__Consumer Education
e.__Crafts
f.__Creative Writing
g.__Dance
h.__Geography
i.__Government
j.__Intro. to Aging
k.__Law & The Senior Citizen
l.__Literature & The Movies
m.__Math
n.__Music
o.__Science
p.__Social Science
q.__Speech
r.__Typing

PERSONAL PROFILE

1. Name________________ 2. Sex___
3. Age___ 4. Address____________
5. City________ 6. Employer__________
7. Hours/week as Adult Educator ___ 8. Hours/week in the classroom___ 9. How long have you been educating adults_____ 10. Post-secondary education_____ 11. B.A. ____ 12. Certified____ 13. Masters ____ 14. Are you currently enrolled in classes_____ 15. Classes taught________________
16. Location of classes__________ 17. Non-teaching responsibilities________________

REGISTRATION

1. I will attend:
____DAY I ($5.00)*
____DAY II ($12.00)**
____BOTH DAYS ($15.00)**
2. I will arrive: APRIL 7_a.m._p.m.
APRIL 8_a.m._p.m.
3. I want___additional manuals ($6.00/copy)

MAKE CHECKS TO SENIOR ADULT ED.

CALL HOLIDAY INN, 242-6000, TO MAKE YOUR ROOM ARRANGEMENTS

*includes manual
**includes manual and lunch

IF YOU ARE AN EDUCATOR AND YOUR STUDENTS ARE OLDER ADULTS,

...you are a pioneer. The profession of older adult educator is yet to be created. You are creating it!

...you have not been prepared for the job you are now performing. You are preparing yourself!

...you do not have curriculum materials published by educational firms; no texts, no tests, no grading system. You must borrow and adapt from other resources!

...you are working with non-traditional students, in non-traditional settings, and must use non-traditional methods of instruction. You must re-train yourself!

...you must be a perpetual learner. You must be as willing to be a learner as you are willing to be a teacher!

SHARE YOUR LEARNING!

APRIL 7&8

MONROE, MI

Insuring Quality Education
Senior Adult Education
502 W.Elm Ave.
Monroe, MI 48161

A WORKSHOP FOR INSTRUCTORS & PLANNERS OF EDUCATIONAL PROGRAMS FOR OLDER ADULTS

APRIL 7&8, MONROE HOLIDAY INN

INSURING QUALITY EDUCATION IN NURSING HOMES: A 310 PROJECT

*GENERAL SESSIONS:
- The Older Adult As Learner
- Gerontology
- Report on 310 Project

*SMALL GROUP WORKSHOPS
(see Interest Profile inside)

*TRAINING MANUAL:
- Philosophy -Methods
- Curriculum -Planning
- Evaluation -Resources

*LUNCH PROGRAM: "The Future Of Older Adult Education in MI"

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502 W. Elm Ave. Monroe, MI
313-243-5030 48161

FUNDED BY: ADULT EXTENDED LEARNING SERVICES, 310 PROJECT, MICHIGAN DEPARTMENT OF ED.

APPENDIX Z

Agenda for Workshop

INSURING QUALITY EDUCATION IN NURSING HOMES
WORKSHOP

TUESDAY: April 7

MORNING: 9:30-10:30 a.m.	Room B - Registration
	Room 102 - Video/Displays
10:00-11:30 a.m.	Classroom Visitations (Arrange at Registration)
Lunch (on your own)	
AFTERNOON: 1:30-3:00	Rooms A&B - Opening Session; Welcome
	Presentations:
	1. *"Introduction to Gerontology";* Lynn Whipple
	2. *"Older Adult as Learner";* Mimi Creutz or John Murray
	3. *"Introduction to Training Manual";* Bill McDermott
3:15-4:30	Room B - *Screening Students;* Bill McDermott and Marge VanAuker
	Room A - *Life Stage Related/Person-Centered Curriculum;* John Murray and Mimi Creutz
	Room 101 - *Inservicing Staff & Community;* Carolyn Lavoy & Judi Schneider
	Room 102 - *Creating an Educational Climate in the Nursing Home;* Warren Kowalka and Sue Ripps
EVENING: 7:00- ?	Rooms A & B - Wine and Cheese Party

WEDNESDAY: April 8

MORNING:	9:15-10:30 a.m.	Room B -	Opening Session (for new participants) (Same as Tuesday's Opening Session)
	9:15-10:30 a.m.	Room A -	*Humanities;* Karen Rollins and Marge VanAuker
		Room 101 -	*Music/Exercise in Nursing Homes;* Joan Johnson, Sue Ripps and Tom Schow
	10:45-11:45 a.m.	Room B -	*Math and Science;* Karen Molenda and Rosemary Tippin
		Room A -	*Educational Gerontology;* Bill McDermott and Students
		Room 101 -	*Effective Methods of Instruction;* Jeff McAnall and Marge VanAuker
ALL DAY		Room 102 -	Video/Displays
	12:00-1:30 p.m.	Luncheon	*"The Future of Older Adult Education in Michigan"*
AFTERNOON:			
	1:45-3:00 p.m.	Room B -	*Social Science;* Jeff McAnall, Carol Craven, and Ann Szumigala
		Room A -	*Health & Physical Activities;* Chris Wilds and Sue Sacks
		Room 101 -	*Art and the Crafts;* Warren Kowalka, Lynn Ritter, and Carol Ann DuBrul
	3:15-4:00 p.m.	Rooms A&B -	Closing Session

APPENDIX AA

Video Schedule for Workshop

INSURING QUALITY EDUCATION IN NURSING HOMES

WORKSHOP

VIDEO TAPE SCHEDULE

TUESDAY April 7

10:00 - 12:00 "Teaching in Nursing Homes"

Room 101 ...a two hour documentary, edited by Rick Manure, which captures the essence of our nursing home program.

1:30 - 3:00 CLINICAL TAPES

Room 110...a series of 30 minute tapes which were shot in the following classes;

1. Fun & Fitness
2. Bible Class
3. Changing Values
4. Music
5. Creative Writing
6. Art
7. History
8. Mathematics
9. Foods
10. Relaxation
11. Gerontology

3:15 - 4:30 "Teaching in Nursing Homes"

Room 110

WEDNESDAY April 8

9:15 - 10:45 "Teaching in Nursing Homes"

Room 102

10:45 - 11:45 Clinical Tapes

Room 102

1:45 - 3:00 "Teaching in Nursing Homes"

Room 102

APPENDIX BB

A Training Manual for Educators of Institutionalized Older Adults

INSURING QUALITY EDUCATION
IN
NURSING HOMES
AND
CONVALESCENT CENTERS

A
TRAINING MANUAL
FOR
EDUCATORS OF INSTITUTIONALIZED
OLDER ADULTS

Prepared by the staff of:
Monroe County Consortium
Senior Adult Education Program

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ACKNOWLEDGEMENTS

This manual is the result of work by many people. Some of whom, without their existence, there would be no need for such an effort; I refer to those individuals who find themselves being residents in nursing and convalescent homes and who, now with pride, find themselves being students. The other significant group of people who have make this work possible are the staff of the Monroe County Consortium Senior Adult Education Program. It is their vision and willingness to stretch their profession which has given life to this project.

Funding and technical support was received from the Michigan Department of Education, Adult Extended Services, particularly Ken Walsh and Mae Mittag. On the local level, Bedford Public Schools served as our administrative agent and made our project possible.

A large debt is also owed to many others for their contributions and cooperative attitude. The administration and staff of Beach Nursing Home and Frenchtown Convalescent Center are to be recognized. The Area Agency on Aging I-B, the Institute of Gerontology and the Adult and Continuing Education Department U.MI, all lent their institutional support and expertise.

Special thanks needs to go to Howard Y.McClusky for his inspirational and pioneering work in educational gerontology. And also to Michael Clemmer and Aaron Simonton for their early application of McClusky's principles.

In addition, we are grateful to four professional educators who, serving as consultants and observing our program, offered their recommendations which appear herein; for this we thank Jane Cooper, Tom Hickey, Pat Montgomery and Barb Nichols.

Finally, we owe a happy debt to Carl Rogers for his guidance. His thoughts, as quoted herein from "Beyond the Watershed", provide us with a foundation of philosophy from which to act.

PREFACE

This training manual has been prepared by your peers. We are practicing older adult educators. We are not expert consultants hired to compile a definitive statement on the state of the art. We are planners and teachers struggling to give a direction to our developing profession.

We are learners. We are borrowers. We have met and talked with consultants who shared their particular expertise with us. We have researched and read journals, texts and papers, which address concerns we have identified. We have visited and dialogued with fellow practitioners throughout Michigan.

Herein, we present some of our findings, some of the insight we have gained, some of the learning we have accomplished. We are not presenting answers. We are still quite busy *answering*.

The design of the manual reflects an unfinished status. The text is not bound, but rather is a loose leaf binder to be added to as we continue to learn. The material included is eclectic and partial: in addition to the field of education, we have borrowed from philosophy, psychology, sociology, health behavior, various therapies, childhood education, literature and more. We have included original writings from students, journal entries from teachers, and quotes from relevant educators. And, as importantly, the manual is designed to *include input from you*. Empty pages and blank spaces are provided to encourage you to *use* your manual as a planning book, or a calendar, or a journal to record your thoughts, observations, ideas, questions, frustrations, and suggestions. There is also room in the binder to add additional material that you discover as the year flows by. Finally, there are plans to gather together again in the spring of 1982 to update each other on what we have learned over the year.

The manual is yours to manipulate. Use it!

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INTRODUCTION

We believe that by combining the material presented herein; by integrating the parts into a whole, and then by using the resulting knowledge and insight as a guide, we are well on our way toward establishing standards of operation which will insure quality education for older adults; those who find themselves institutionalized and also for those who are able to remain independent.

Presently, those of us who practice adult education with older adults find ourselves forced to develop a critical consciousness* about our work. We are told that our classrooms should be "comparable" to classrooms found in the local, traditional secondary public school programs. *What* do we compare? The *age* of the students? The *physical environment*? The *teachers*? Or should we compare *materials*? Or *Schedules*?

THE COMPARABILITY STANDARD: WHICH VARIABLES?

Classrooms...Is the classroom that we work in the same as the classroom that the traditional high school teacher works in?

Teachers.....Are we as teachers the same? Are we each qualified to teach *our* students? Do we have the same training? Do we receive the same institutional support? Do we have the same access to certain materials? Do we have the same job security and benefits?

Student Age..The traditional high school student is an adolescent, an "old child" becoming a "young adult". Our student has been an adult for at least 40 years, by and large, is not going through adolescence; is in fact, going through senescence in some cases.

Student Health Status.......If we compare traditional high school students to our students we find a great difference in health status. There are students in the traditional high school who have health problems, but not to the degree that we find in our students. What do these health differences mean for the ways we set up our programs?

Student Sociological Needs........What is "secondary education" suppose to provide to the person who is going through it? What social needs does high school fulfill? What are the social needs of our students? What are the implications for our programs when we present a "secondary" level of education to our "older" students?

---

*See *Education for Critical Consciousness*, Paulo Freire. Seabury Press, 1973.

INTRODUCTION(continued from p.vii)

Student Educational Attainment Level..........	A traditional high school student has been through eight years of schooling, immediately *prior* to entering the high school. We have students who have no formal educational background; students who have never been in school in their lives. Others have graduate degrees. The majority of our students fit into the 7th, 8th, and 9th grade levels, yet how long has it been since these students were ***in*** school?
Student Life Roles..........	We hear a lot of talk about the "pay-off" of education. The traditional pay-off of a high school education is either a job or further education. You either move on to college or you go out to work. Most of our students will probably do neither. What is the pay-off for our students when we consier their life-stage and social status? What are the implications for the design of our programs when we consider our students' life roles?

The list of variables that should be compared may be endless. So where do we turn for guidance? In this developing profession there are no experts. *That* is why we are forced to think for ourselves.

As we think and practice and think and practice we are critically examining our actions. Are the ***methods*** we were taught to use appropriate? Are the *evaluation techniques*? Is the *curriculum*?

We find that we have to not only be creative as we practice adult education with our students, but that we must be creative and practice adult education with ourselves. We must be continual learners. We must consciously seek out relevant information. We must continually be examining our praxis. We must integrate and synthesize. We must be students...

We share with you, in the following pages, a documentation of our past year; a year during which we set-out to consciously learn about "Quality Education" and how to "Insure" it. We know *now* that we will be *learning* the answers for a much longer period of time than 12 months. In this light, we present herein a documentation of our *process of learning*.

PART I

SHOPPING FOR QUALITY EDUCATION INSURANCE: WHAT SHOULD THE POLICY CONTAIN?

DISCOVERING THE APPROPRIATE APPROACH: There are many approaches for the delivery of education to students. There is no one *best* approach, but there are approaches that are *appropriate*. It is the process of developing the appropriate approach that is the key to insuring quality education. Here we present some of what we have found and some of what we have developed as we have shopped for our policy. We invite you to add your comments and to contribute to the process...

Editor's Note: We corresponded with Carl Rogers early in our program year because we regard his work to be extremely relevant to instructors of all ages but particularly to those of us working with adults. Presented here are parts of that correspondence. First, a short but important quote from a letter to us and second, the beginning of an article, "Beyond the Watershed: And Where Now?", which will be presented at various locations throughout the manual.

CARL ROGERS:

"...one is never too old to learn and it is the enjoyment not the measurement of learning that matters. I think the high schools, by and large, do a poor job of helping students to enjoy learning. Perhaps your group can work along that line..."

From "Beyond the Watershed: And Where Now":

I firmly believe that innovative, humanistic, experiential learning, whether taking place in or out of the classroom, is here to stay and has a future. So we are not simply going to complain about what is in education. We are going to look forward. We are beyond the watershed. Let me explain what I mean.

When the early pioneers struck out for the West, they followed the rivers and watercourses. For a long time they were traveling upstream against the current, which became increasingly swift as they climbed through the foothills and into the mountains. Then came the moment when they passed the divide. The going was still very rough, the streams no more than trickles. But now they were moving with the current, which was flowing into stronger, larger rivers. There were now important forces working for them, not always against them.

I believe that is where we are today in education. We have passed the watershed. Now, instead of a few lonely pioneers, we find an increasing flow of movement into an education more fit for humans.

I am part of a program in which 900 medical educators have attended workshops on the humanizing of medical education, and now are calling in consultants to help them achieve that aim in their separate medical schools. Universities without walls, programs of independent study, graduate schools that grant students more autonomy--all are burgeoning. We are a current to be reckoned with in American education.

(to be continued...")

NOTES:

MARGE VANAUKER, CREATIVE WRITING TEACHER:

...putting down a theory of education is difficult because it's so nebulous. It's not easy to tell someone why the aura we've created through creative people using creative ideas and approaches in a nursing home setting works. My philosophy is simple--trial and error--if it works, use it!

RECOMMENDATION

TOM HICKEY, HEALTH BEHAVIOR GERONTOLOGIST, U.MI:

There are some very important ethical and professional concerns about tampering with the lives of dependent older people, just as there are analogous concerns when we teach young children. There is a real problem of exclusion that will take place here for those who cannot participate in the program. I think that as professionals, as well as a state funded program, you have an obligation to provide some kind of educational alternative for these others who are unable to complete the degree. When considering alternatives one need not become elaborate. The literature has demonstrated over and over again that just being involved in such patients' lives has a therapeutic effect. The attention of teachers, volunteers, friendly visitors, and even researchers who return successively to visit the same older patients has been shown to be benficial. Thus, for those who cannot reach a degree, some fairly basic level of educational involvement in their lives would suffice.

MICHIGAN LIFE ROLE COMPETENCIES (MLRC)

The Michigan Department of Education has developed a set of minimal standards of competency that they believe every adult citizen in the state should possess. The responsibility for seeing to it that adults possess these competencies lies with the schools. A brief introduction to the MLRC follows; for each area listed, the MLRC specifies competencies and components. Copies can be obtained from the Office of Extended Learning Service, P.O.Box 30008, Lansing, MI 48909.

FOUR AREAS OF THE MICHIGAN LIFE ROLE COMPETENCIES

a. Employability and Occupational Skills--It is generally agreed that schools can and should prepare students for economic independence.

c. Civic and Social Responsibilties--The relationship between democratic rule and public education demands that the school be a primary means of achieving an enlightened populace.

b. Personal and Family Management--This area covers skills necessary for achieving a rational and satisfying personal and family life.

d. Aesthetic and Humanistic Appreciations--Aesthetic experiences and humanistic concerns, familiar aspects of American life and public education, enrich our lives and give expression to our search for meaning.

NOTES:

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AN UNEXPECTED BONUS IS INCLUDED AT NO EXTRA COST

THE THERAPEUTIC BENEFIT: Choosing and using an appropriate approach for the delivery of education has an unexpected benefit: in addition to "getting" education, the student also gets a therapeutic payoff, i.e. the student's personal power* is increased as a result of participation in a voluntary learning experience.

RECOMMENDATION

PAT MONTGOMERY, CONSULTANT, PRESIDENT OF NATIONAL COALITION OF ALTERNATIVE SCHOOLS:

When is an activity *education*; when is it *therapy*? It seems to me that both of these intermingle significantly at all times and are on so subjective a level for each learner that they cannot easily be sorted into these categories. But, beyond that, I'd say that education involves bringing out something latent in a human being; eliciting a response. It revolves about facts as they are known to humans and the implications these facts might have for other humans, particularly for the learners themselves.

Now, an activity can be classed as being therapy when it serves primarily as a remedy. So, in the case of senior citizens *vis a vis* learning, if they had never before examined a body of facts(knowledge)during the course of their lives and if they were interested in pursuing such a course now, this could constitute a therapeutic activity for them.

If, for instance, they were engaged in crafts as a way of passing time or were taught square dancing as a recreational activity, these could be called therapeutic measures. But, if they were engaged in an examination of the process of aging itself, in the research,scientists have done on aging to date for example, this would certainly fall less into *therapy* than *education* per se, and yet it may prove therapeutic to certain students.

CECILIA BEAL, STUDENT:

I am a student in the Senior Program. At first I joined the program because I didn't have anything better to do, but later I got so motivated that it was my good fortune to receive a high school diploma in June of 1979. It gave me the incentive to seek more learning. To me its a great satisfaction that at my age I'm capable of participating in this program. I'm gaining the knowledge I need to get better equipped to face new things and ways in the future.

I am grateful to the officials of the program for making a place for us instead of putting us in our place.

MARGE VANAUKER:

I don't think it is necessary to separate *therapy* and *education*. In our educational backgrounds we've all had to take courses that we really were not excited about but we took them and we learned something. However, now when we have a choice, we choose something that we're going to learn something from, but in the same way, it is therapy for us. Now that there is no pressure to learn, the choices that we make are therapeutic in nature.

NOTES:

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*Personal power refers to H.Y.McClusky's Concept of Margin; simply put, the theory states that if personal power is greater than personal load a positive margin results which then allows for development, and vice versa. See p.77.

CARL ROGERS continues and defines EDUCATION...

PERSON-CENTERED EDUCATION: A DEFINITION*

I would like to state, as clearly and as briefly as I can, the way in which I see the picture of education as it might be, and toward which it seems to be moving. I would stress that this is my definition and others may have quite a different perception.

Let me think in terms, not just of a classroom, but of a larger unit, such as a school or college. For person-centered learning to develop in such a setting, there is one precondition that is followed by a number of characteristic and predictable features. The precondition is this:

A leader or a person who is perceived as an authority figure in the situation is sufficiently secure within and secure in relationship to others that he or she experiences an essential trust in the capacity of others to think for themselves.

If this precondition exists, then the following aspects become highly probable:

1. This facilitative person shares with the others--teachers, students, and possibly parents or community members--the responsibility for the learning process. Curriculum planning, mode of administration and operation, funding, and policymaking are all the responsibility of the particular group involved. Thus a class may be responsible for its own curriculum, but the total group may be responsible for overall policy.

2. The facilitator provides learning resources--from personal experience, from books or other materials, or from community experiences. The facilitator encourages the learners to add resources of which they have knowledge or in which they have experience. Doors are opened to resources outside the experience of the group.

3. Each student develops a program of learning, alone or in cooperation with others. Exploring his or her own interests, facing the wealth of resources, the student makes choices as to a learning direction and carries the responsibility for the consequences of those choices.

4. A facilitative learning climate is provided. In meetings of the class or of the school as a whole, an atmosphere of realness, of caring, and of understanding listening is evident. This climate may spring initially from the person who is the perceived leader. As the learning process continues, the climate is more and more often provided by the learners for each other. Learning from each other becomes as important as learning from books or community experiences or from the facilitator.

5. It can be seen that the focus is primarily on fostering the continuing process of learning. The content of the learning, while significant, falls into a secondary place. Thus a course is successfully ended not when the students have "learned all they need to know," but when they have made significant

(continued on p.5)

NOTES:

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*from "Beyond the Watershed."

CARL ROGERS(continued from p.4)

progress in learning how to learn what they want to know.

6. The discipline necessary to reach the student's goals is a self-discipline, and is recognized and accepted by the learner as being his/her own responsibility.

7. The evaluation of the extent and significance of the student's learning is made primarily by the learner, though this self-evaluation may be influenced and enriched by caring feedback from other members of the group and from the facilitator.

8. In this growth-promoting climate, the learning tends to be deeper, proceeds at a more rapid rate, and is more pervasive in the life and behavior of the student than learning acquired in the traditional classroom. This comes about because the direction is self-chosen, the learning is self-initiated, and the whole person, with feelings and passions as well as intellect, is invested in the process.

That is my picture of what a person-centered approach to education would mean.

Knowledge is humanistic in quality not because it is *about* human products in the past but because of what it *does* in liberating human intelligence and human sympathy.

JOHN DEWEY

WARREN KOWALKA, ARTIST/TEACHER:

Education takes two forms. One is to increase the pool of knowledge in a specific area. This increased knowledge produces better understanding or appreciation of a situation, problem, or culture. The other form is the teaching of people to teach themselves. There is a vast store of knowledge, discovered and undiscovered, awaiting any individual searching for answers.

Knowledge is of two kinds: We know a subject ourselves, or we know where we can obtain information about it.

SAMUEL JOHNSON

NOTES:

JUDI SCHNEIDER, FINE ARTS DIVISION, SUPERVISOR:

At the beginning of this year we met in the nursing home with the Activity Director, some of the staff and the students. We were there to tell them about our program. I looked around the room and watched the nurse's aides wheel the students in, so that they were just sitting there, and we were just standing around, not knowing really what to do next. Who was going to make the first move? I was really scared. "What are we doing here?", I thought. Here we are in charge of "Insuring Quality Education" and I look at the students and I'm frightened. Then a few of the returning teachers, along with the new teachers, went up to the students. People recognized one another, human qualities appeared, faces lit up. The teachers bent down to get level with the students to talk to them. They were touching them and calling them by name. Its just something that can't be written in a report. You have to experience it!

LYNN WHIPPLE,R.N.; HEALTH AND PHYSICAL EDUCATION DIVISION, SUPERVISOR:

My goal as a professional nurse is to see every person live as full a life as is possible. I believe that education is a preparation for life and with the constant change in our lives we have a constant need for learning how to effectively manage ourselves and our environment.

We tend to view people who reside in a nursing home as something less than a "whole person". We see disabilities not capabilities. Care must be given to improving their physical conditions as well as improving their quality of life. We need to improve not only the institutions, but more importantly, the lives of those within. This can be done only by educating the public, the staff and the residents themselves.

NELLIE HILL, STUDENT:

Whatever your ambition, *do it*-and forget about your age. In other words, no matter what age you are or will be, if you have a goal, do it and don't let anyone tell you you're too old.

MARGE VANAUKER:

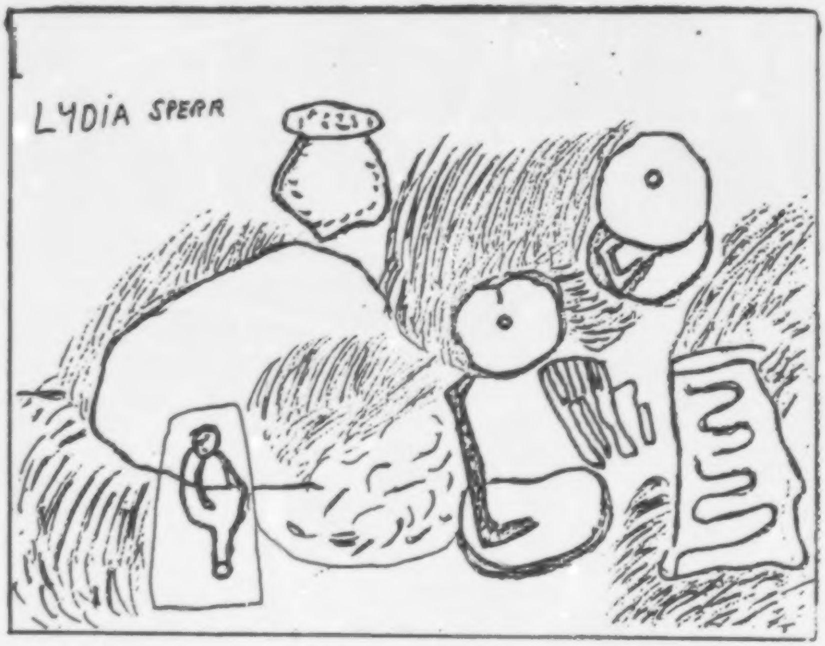
...education is not *what* you learn but that you learn *to learn* and yearn to forever continue learning.

NOTES:

RECOMMENDATION

PAT MONTGOMERY:

It appears that teachers have created an environment wherein students can express their needs and interests. Following through on this open approach with an open, shared evaluation process seems to me the finest complement. Your model would then embody the best of that "process, not product" orientation so highly touted in traditional school settings and so rarely achieved. With older students, I venture, the "product" is the sum total of their prior life's experience which they sometimes feel isn't even worth shining a spotlight on now; the "process" of living together and sharing--that is the worthy aim of education of seniors.



"COFFEE POTS", BY LYDIA SPERR, STUDENT

"...this should be likened to Cubism, where parts of objects are read and then disappear into other parts without continuity." WARREN KOWALKA

NOTES:

QUALITY EDUCATION PROVIDES ANNUAL DIVIDENDS TO THE POLICY HOLDER:

EDUCATION AND DEVELOPMENTAL PSYCHOLOGY: In our search for appropriate approaches we encountered psychiatrist Erik H. Erikson and his "Eight Stages of Man." Erikson divides the life-span into eight successive developmental stages which he illustrates by means of a positive/negative continuum for each successive stage. It is the seventh stage--Generativity Vs. Stagnation, and the eighth stage--Ego Integrity Vs. Despair, that are appropriate for our students...

(from Erik Erikson, Childhood and Society, pp.266-269)

7. GENERATIVITY VS. STAGNATION

Generativity, then is primarily the concern in establishing and guiding the next generation, although there are individuals who, through misfortune or because of special and genuine gifts in other directions, do not apply this drive to their own offspring. And indeed, the concept generativity is meant to include such more popular synonyms as *productivity* and *creativity*, which, however, cannot replace it.

When such enrichment fails altogether, regression to an obsessive need for pseudo-intimacy takes place, often with a pervading sense of *stagnation* and personal impoverishment. Individuals, then, often begin to indulge themselves as if they were their own--or one another's--one and only child, and where conditions favor it, early invalidism, physical or psychological, becomes the vehicle of self-concern.

8. EGO INTEGRITY VS. DESPAIR

Only in him who in some way has taken care of things and people and has adapted himself to the triumphs and disappointments adherent to being, the originator of things or the generator of products and ideas—only in him may gradually ripen the fruit of these seven stages. I know no better word for it than *ego integrity*. Lacking a clear definition, I shall point to a few constituents of this state of mind. It is the ego's accrued assurance of its proclivity for order and meaning. It is a post-narcissistic love of the human ego--not of the self--as an experience which conveys some world order and spiritual sense, no matter how dearly paid for. It is the acceptance of one's one and only life cycle as something that had to be and that, by necessity, permitted no substitutions: it thus means a new, a different love of one's parents.

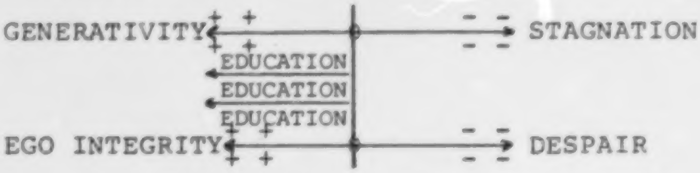
(continued on p.9)

NOTES:

ERIKSON(continued from p.8)

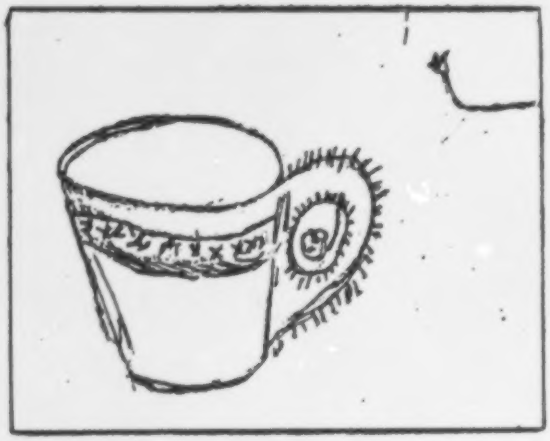
The lack or loss of this accrued ego integration is signified by fear of death: the one and only life cycle is not accepted as the ultimate of life. *Despair* expresses the feeling that the time is now short, too short for the attempt to start another life and to try out alternate roads to integrity. Disgust hides despair, if often only in the form of "a thousand little disgusts" which do not add up to one big remorse: Each individual, to become a mature adult, must to a sufficient degree develop all the ego qualities mentioned, so that a wise Indian, a true gentleman, and a mature peasant share and recognize in one another the final stage of integrity.

As educators, we identify very positively with GENERATIVITY and EGO INTEGRITY, and conversely, very negatively with STAGNATION and DESPAIR. We work toward helping our students, and eventually ourselves, either stay or return to the left of center on Erikson's two life stage continuums.



Change is constant within each person until death comes and ends the development of an individual personality. EDUCATION, appropriate education, life-stage related education, can help direct the constant change so that *growth* is encouraged and *deterioration* is discouraged.

"FUZZY TO THE TOUCH"



A Quality Education Policy insures little unless the policy is written by those being insured.....

NOTES:

PART II

Who Is Insuring Whom?
The Teachers and the Learners

We have learned, by working with older adults as students, that with a person-centered approach, teaching is also learning. Our students have learned that this approach makes them teachers as well as learners. It *makes* us both grow.

Carl Rogers continues and asks some personal questions...

PERSONAL ISSUES*

The educator who is moving in the direction of innovative humanistic education is asking himself or herself a number of tough questions.

To what extent do I, in my deepest feelings, trust students, in a facilitative climate, to be self-directing? What do I do with the ambivalence I often feel in this respect?

Where do I find my rewards? Do I need a great deal of direct satisfaction for my hungry ego? Or can I find equally great ego rewards in being facilitative of the development of others?

How do I prevent myself from becoming a rigid, dogmatic "true believer" in humanistic education? The intolerant "true believer" is a menace to any field, yet I suspect each one of us finds traces of that person in ourseves. Do I believe I have the final best way in education? If so, how can I move beyond that?

How can I maintain my integrity and yet hold a position in a system that is philosophically opposed to what I am doing? This is a terribly difficult problem often faced, I suspect, by many of you.

SUE RIPPS, BETTER HEALTH AND FITNESS TEACHER:

Because of the changes that the elderly experience, i.e. retirement, death of a mate, health problems, fixed income, etc., I feel we must change our program to fit these situations and stop trying to model ourselves after the traditional high school program. It is not a traditional high school setting with traditional students. Many teachers try to teach the same way they did in the traditional high school and have problems. Many do not think that we should be concerned with the many social aspects that we must concern ourselves with. I feel we must get our heads out of a traditional classroom setting to handle effectively and successfully the class in the nursing home. Possibly the most effective teachers for the nursing home would be those with little or no traditional classroom teaching experience.

NOTES:

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*from "Beyond the Watershed."

LOA SHAFFER, STUDENT:

My life has taken on a new sense of accomplishment or flavor in knowing some of the answers, instead of the glaze of wonders and questions.

As a young girl I had an inquiring mind, always wanting to know the reason for and why of so many subjects. When W.W.II came along, being one of a large family, I could not continue on to high school because of the expense of books and etc. So I went to work to aid in the family expenses the best I could. I really appreciate the privilege of higher education and the wonderful people who are our teachers. I have learned so many things about a variety of subjects. I have tried to apply myself, and to learn all I can. I sincerely hope to be able to apply this learning and in several ways, to assist and help others.

SCREENING STUDENTS

MARGE VANAUKER:

Maybe instead of testing or *screening* the prospective student to determine their learning potential, we should screen the tester to determine his/her learning potential and then place our confidence in this person to best identify our future students.

COLLAPSING ROLES IN THE NURSING HOME ENVIRONMENT

JOHN MURRAY, SENIOR ADULT EDUCATION, DIRECTOR:

We use the term *student* intentionally when referring to the nursing home residents who attend classes because that gives them a whole other, more positive role. They are residents, patients, or old people, but of themselves, these roles do not engender growth-oriented behavior. When they come into the classroom they are students and, as such, learners investing time in their own development-a most positive role to assume.

TOM SCHOW, MUSICIAN/TEACHER:

...at a time in their life when a person has more time than anything else, to help them reflect and put their life into perspective, as well as teaching them new things that they have been curious about all their life......When you couple this with an opportunity to achieve a long forgotten goal, such as a high school diploma you have changed what so often can be a depressing time in a person's life into a time of renewed hope and fulfillment.

NOTES:

LIFELONG LEARNERS: The potential of the older adult, institutionalized or independent, to continue to learn throughout their life-span is limited only by an individual's health status or social condition. The *ability* to learn is not inherently affected by the biological process of aging.

CAROLYN LAVOY; SOCIAL AND APPLIED SCIENCES DIVISION, SUPERVISOR:

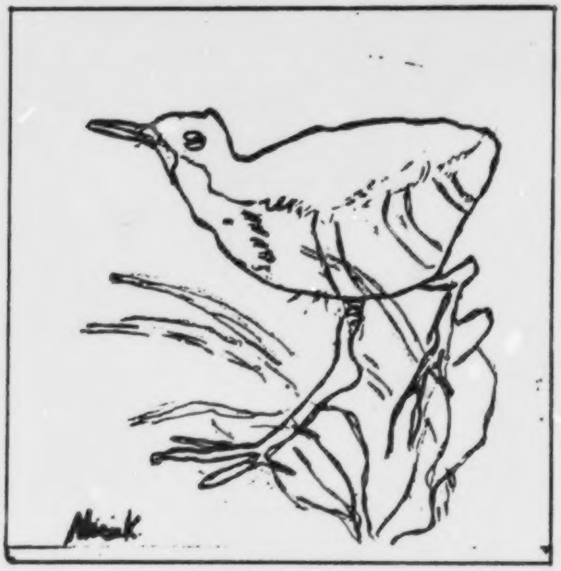
...it isn't only that we pay attention to the students, or that we are interested in them, or even that we are friends, but that we are going one step further; as teachers, we are bringing something out of them that they didn't even know they had . We are giving them a new self-concept that makes them realize, when we finish talking together,"Gee, I'm not just sitting here vegetating. I really am producing."

"Education, after all, is the process by which man learns to understand and exert control over his environment. Education, by consensus, should be regarded as an experience continuing throughout the life span, not something turned off like a spigot at the termination of adolescence. Education is, above all part of a search for meaning in life, and life should be meaningful as long as there is breath in one's body."

(from Never Too Old To Learn, Academy for Educational Development, p.9)

"...she had a stroke and tires easily, but is dedicated. She has taken up to three weeks to finish a project. "

WARREN KOWALKA



MARIE KOSINO

NOTES:

MYTH: Older people cannot cope with much mental activity because their brain deteriorates.

TRUTH: Mental disorders previously absent are not likely to occur in old age. True senility is uncommon and only one percent of the elderly are likely to become demented. The much-touted loss of brain cells is a natural process common to every human being.

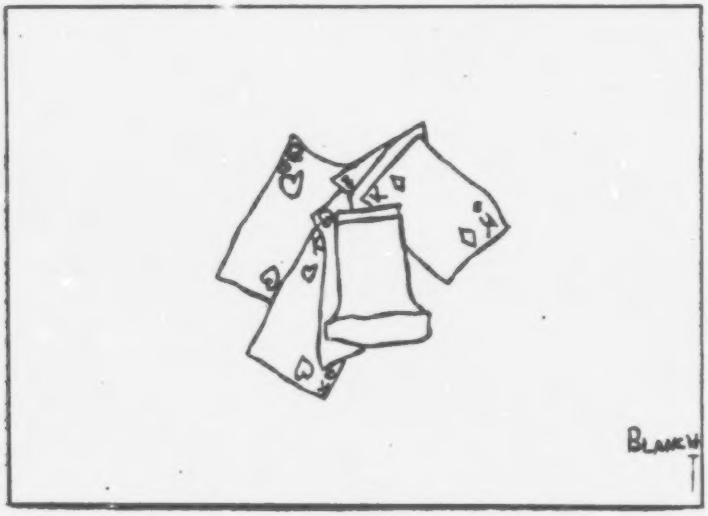
(from You Are Never Too Old To Learn, Academy for Educational Development, p.205)

MARGE VANAUKER:

...the aging process intrigues me. I am interested in learning more about it not only for the sake of those I teach, but for my own sake as well, so that hopefully I will better understand it as I live it.

BLANCHE FOREIT, STUDENT:

I like morning classes best, because I get up at 5 a.m.



NOTES:

CAN THE OLDER BUYER PASS THE PHYSICAL?

LEARNING PROBLEMS AND THE OLDER STUDENT: While the *ability* to learn remains, the *ease* of learning and the *method* of learning can change drastically. These factors depend upon physical and/or emotional changes which may occur with aging. If an older adult does encounter learning problems they are, by and large, of the type that can usually be overcome by using an appropriate approach. These individuals are not "learning disabled" and are not in need of "special education".

"*Learning Disabled* means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, which may manifest itself in an imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations. The term includes such conditions as perceptual handicaps, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. The term does not include persons who have learning problems which are primarily the result of visual, hearing, or physical handicaps, of mental retardation, of emotional disturbance, or of environmental, cultural, or economical differences."

(from P.L.94-142, Rule 130)

MARGE VANAUKER:

...there are students who have emotional problems such as the need to dominate or to be easily offended or to be impatient. Several are moody and want attention. Some have problems sitting still for very long because of nervous disorders. Yet all these people are capable of learning and have good active minds. We are necessary to them in order to help improve or eliminate these types of "disabilities".

In my list of REAL LEARNING PROBLEMS, I have placed only the following:

1. Severe loss of hearing.
2. Severe loss of hearing coupled with blindness.
3. Confusion--stuck on a distinct moment in the past.
4. Belligerence.
5. Physically harmful to self and others.

NOTES:

OVERCOMING LEARNING PROBLEMS: There are many situations in the nursing home which can interfere with learning. We need to recognize these problems and adapt our procedures so that the potential for learning is maximized...

Method and Material Adaptations to Overcome Learning Problems

by JUDI SCHNEIDER

PROBLEM	SUGGESTED ADAPTATIONS
Loss of Muscular Control	1. "Dyceum": a non-slip rubberized material which can be cut to size, to prevent movement of paper, book, project, etc., while in use.
	2. Hand Braces: for holding tools such as paint brush, pencil, pen, modeling tool, etc.
	3. Bench Press: for holding book, paper, project, etc., in place.
	4. Drawing Board: any light weight material(masonite), cut to size, designed for wheelchaired students.
Health Hazards	1. Rubber Gloves: for arthritic or allergenic students to use while creating hand-built clay projects, etc.
	2. Non-Allergenic Hand Cream: to prevent dry and cracked hands.
	3. Acrylic Paints: as a substitute for oil paints. The use of turpentine should be avoided.
	4. Table Covering: to prevent contamination of eating surfaces.
Distractions	1. Room Dividers: if placed around the tables, they help create a "classroom atmosphere". Dividers can also be used to display work.
Sensory Loss	1. Food: can be used to stimulate and stir-up memories and creativity. Preparation of food in the class can appeal to all five senses.
	2. Oral Testing: can be used with individuals unable to see or write.
	3. Audio-Visual Equipment: can replace the use of individual textbooks or worksheets.
	4. Seating Arrangement: to position the students with sensory loss closer to the teacher or the A-V equipment assists communication.
	5. Instructions: when possible, instructions should be: 1) given orally in a step-by-step, orderly fashion; 2) written in bold letters in a step-by-step, orderly fashion; 3) demonstrated in a step-by-step, orderly fashion.
Fraility	1. Balloons, Punch Balls, "Nerf" Balls: can be used instead of hard, potentially dangerous balls and other equipment.
	2. King Size Sheets: can be used in place of a larger parachute when wishing to facilitate arm exercises, etc.

BIOLOGICAL CHARACTERISTICS OF AGING: Aging is not something that happens only to the old. We all started to age before we were born. Our individual body systems are in a constant state of growth and deterioration. This continual process of aging, *primary* aging, is universal, one-directional and time dependent--it affects us all. There are, however, other types of aging that are individual; these are called *secondary* aging characteristics and they are due to our personal constitution, life-style, work environment, diet, heredity, attitude, health, etc. For educators, the distinction is paramount: *Primary* aging is unstoppable* while *secondary* aging may be reversible.

SOME FACTS TO REMEMBER ABOUT NORMAL SENSORY CHANGE WHEN WORKING WITH THE ELDERLY:

Visual loss and hearing loss occur very gradually in all of us, so we are often not aware of it and for that reason fail to seek help. Some people are aware of the loss but accept it as part of growing older, and they, too, need to be encouraged to seek professional help for correcting these deficits.

VISION

We all experience changes in vision as part of the normal aging process.

Yellowing of the lens causes some difficulties with color perception.

As we age we require more light to see as well as we did with less light when we were younger.

The older eye does not adapt quickly to changes in light level.

The older eye is very sensitive to glare.

(continued on p.17)

HEARING

It is estimated that 88% of people over 65 have some hearing loss, and it is more common among men than women.

Some hearing loss occurs as a part of the normal aging process. This is called presbycusis. Childhood disease, infection, trauma, and prolonged exposure to loud noise are other causes of hearing loss.

Hearing loss is worse for high frequencies and worse for consonants than for vowels(*s*,*z*,*t*,*f*, and *g* are particularly difficult to discriminate).

(continued on p.17)

NOTES:

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*Although unstoppable, primary aging characteristics can be *slowed* by preventive intervention.

SOME FACTS TO REMEMBER ABOUT NORMAL SENSORY CHANGE WHEN WORKING WITH THE ELDERLY:

(continued from p.16)

VISION

Conditions of the eye that cause visual loss are more common among older people. 65% of blindness in the U.S. is found in the elderly.

Older persons are most often those who experience glaucoma, cataracts and macular degeneration.

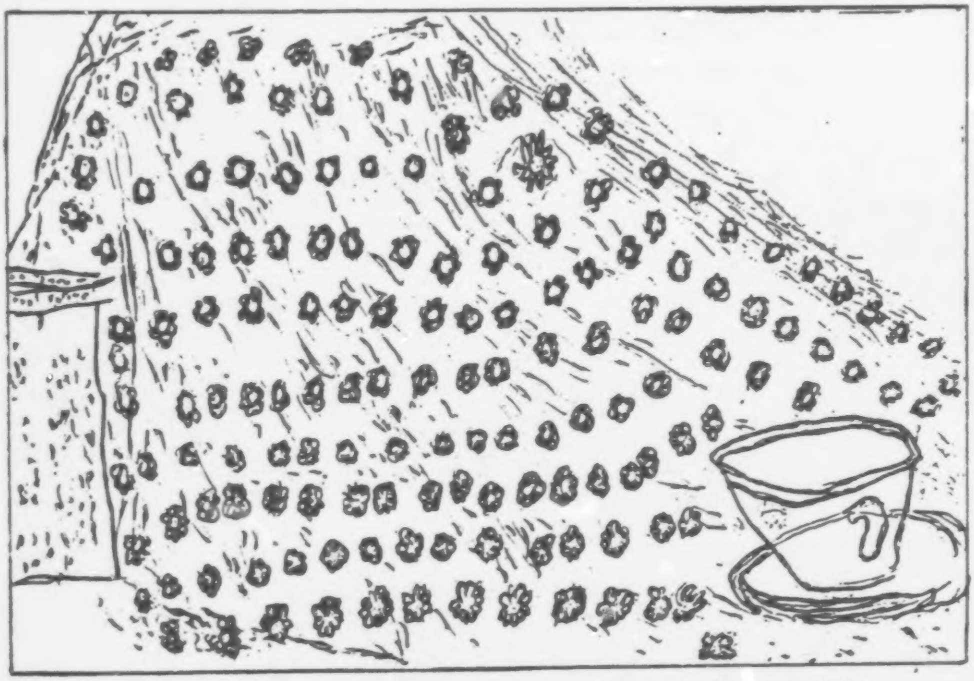
Ninety percent of people who are legally blind(acuity of 20/200 or less in the best eye)have some useful residual vision and can benefit from magnification aids and large print reading material.

HEARING

Most people can benefit from a hearing aid or other amplification device, even if they are severly impaired.

Ear wax can cause a significant hearing loss for an older person. Removal of ear wax for an older person can be difficult and should only be done by a doctor or other specially trained person.

(from NIMH-Sponsored Research and Demonstration Project, Human Development in Aging, 2636 Park Ave., S.Minneapolis, MN 55407)



MARIE HEAD, STUDENT

NOTES:

A PROFILE OF AMERICA'S ONE MILLION NURSING HOME RESIDENTS

They are very old--average age is 82; 70% are over 70.

Most are female--women outnumber men 3 to 1.

Most are widowed--only 10% have a living spouse: widowed, 63%; never married, 22%; divorced, 5%.

They are alone--more than half have no close relative.

They are white--96% are white, 2% are black, 2% other.

They come from home--31% come from hospitals, 13% from other institutions, and 56% come directly from home.

They take many drugs--average 4.2 different types of drugs each day.

Few have visitors--more than 60% have no visitors at all.

Few will leave--only 20% will return home. Some will be transferred to a hospital, but the vast majority will die in the nursing home.

Length of stay--average of 2.4 years.

Few can walk--less than 50% are ambulatory.

(from Second Annual Training for Vista Volunteers, National Citizens' Coalition for Nursing Home Reform, p.I-3.)

Ah, nothing is too late,
'til the tired heart shall
cease to palpitate.
Cato learned Greek at eighty;
Sophocles
Wrote his grand Oedipus, and
Simonides
Bore off the prize of verse
from his compeers
When each had numbered
more than fourscore years

LONGFELLOW

There is a wicked inclination in most people to suppose an old man decayed in his intellect. If a young or middle-aged man, when leaving a company, does not recollect where he laid his hat, it is nothing; but if the same inattention is discovered in an old man, people will shrug their shoulders and say "His memory is going".

SAMUEL JOHNSON

NOTES:

Do We Need A Group Plan?

EDUCATION AND MENTAL HEALTH PROFESSIONALS: We see many non-educational needs in our students as we get to know them in the classrooms. We see needs that mental health professionals are trained to meet, not educators. There needs to be developed a working relationship between our professions. We think we will find that many of our professional goals are similar.

(from "Are They Worth It? A Report of the Mental Health and Aging Advisory Group", 1981,p.26)

THE POPULATION

Older persons who reside in nursing homes and are in need of mental health sevices fall into three distinct subgroups. The largest subgroup is comprised of older people who have led full productive lives until some degree of physical illness or frailty necessitates a change to a more supportive living environment. Many of these people enter a nursing home even if full institutional care is not needed due to a lack of available intermediate services. The combination of stresses generated by physical illness, isolation, and the loss of independence can fuel the onset of a host of treatable mental health problems among which depression predominates.

Another smaller subgroup is made up of persons with a history of hospitalization for psychiatric problems. Some of these people developed acute mental health problems in later life for reasons very similar to the first group, but were admitted to a state hospital as an intermediate step to nursing home placement. Others have a long history of chronic psychiatric illness and were in and out of state hospitals continually, or simply grew old there. Often in old age, these patients' psychiatric conditions are stabilized through medication, in remission, or "burnt out." Their psychiatric diagnoses label them and set them distinctly apart from the first group of clients in terms of acceptability for nursing home placement.

The third and smallest group of aged nursing home clients is the growing cohort of mentally retarded/developmentally disabled citizens who are for the first time surviving into older age in large numbers. Very little data is available on this group, but it is known that many have received life-long institutional care with a heavy nursing component. Study of the demographics and service needs of this group is currently underway at the Institute for the Study of Mental Retardation and Developmental Disabilities at the University of Michigan. Pressures for deinstitutionalization of this group point to the need to evaluate their place in the current long-term care structure.

NOTES:

PROFESSIONAL COLLABORATION: The Nursing Home Reform Bill(P.A.493)and the Public Health Code(Section 21720b), both can be obtained from your state representative, call for involvement by community mental health personnel in the nursing home. Because we already have a professional relationship with the nursing home and the residents we should offer our help to our local community mental health group. It could be an opportunity for all of us to grow...

CARL ROGERS, *ON PERSONAL POWER*, PP.9-11:

What psychological climate makes possible the release of the individual's capacity for understanding and managing his life? There are three conditions for this growth-promoting climate, whether it is in the therapist and client relationship or parent and child, leader and group, teacher and students, administrator and staff--in fact, in any situation in which the development of the person is a goal.

The first has to do with genuineness, realness--congruence. The more the therapist is herself in the relationship, putting up no professional front or personal facade, the greater is the likelihood that the client will change and grow in a constructive manner.

The second attitude of importance in creating a climate for change is acceptance, or caring or prizing--unconditional positive regard. It means that when the therapist is experiencing a positive, acceptant attitude toward whatever the client *is* at that moment, therapeutic movement or change is more likely.

The third facilitative aspect of the relationship is empathic understanding. This means that the therapist senses accurately the feelings and personal

(continued on p.21)

(from a teacher's Individualized Learning Plan, a tool for reflective assessment.)

12/3: Christmas party in class today. V. was up early awaiting me in a new dress. She let a little of her sadness creep into the discussion at one point, but the class activity of decorating a live tree with snowflakes distracted her and she thoroughly enjoyed it. Students like V. need us especially during the holidays to keep them involved and a part of life.

1/6: I visited V. in her room. She is on oxygen and is very weak.

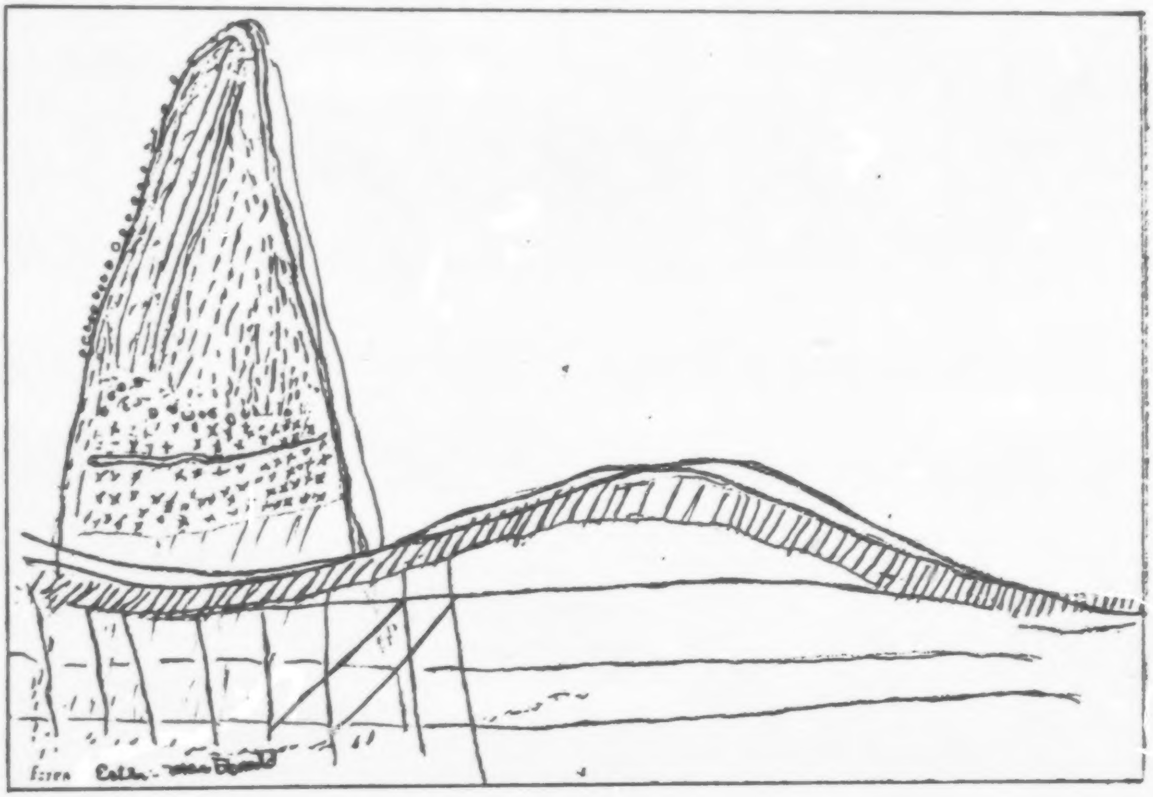
1/13: V.is hospitalized with no change in her condition.

1/20: This is the hard part for a teacher and her class: V. died. Such a kind, gentle, loving lady. Losing a member of class is difficult for all of us. Today each mourned, in his/her own way and it dwelt in everyone's mind. Next week, after the adjustment to reality, we will resume. I've learned after three years not to press a lesson on to the class to get their minds off death, but rather to let them all talk openly about it and work it out together...these people are better equipped to accept and adjust to death than are out-siders.

NOTES:

CARL ROGERS(continued from p.20)

meanings that are being experienced by the client and communicates this understanding to the client. At its best the therapist is so much inside the private world of the other that she can clarify not only the meanings of which the client is aware but even those just below the level of awareness. When she responds at such a level the client's reaction is of this sort: "Perhaps that *is* what I've been trying to say. I haven't realized it, but yes, that's how I *do* feel!"



"ROLLER COASTER"
ESTER MACDONALD, STUDENT

"...she has used x and o in the construction of the texture. X's and o's were used in a design project more than two months ago." WARREN KOLWALKA

NOTES:

A QUALITY EDUCATION POLICY
PROTECTS AGAINST LOSS DUE TO INSTITUTIONALIZATION

INSTITUTIONALIZATION: It is one thing to consider biological decline when working with older students, to accept it and to include it when designing a program. It is *quite another matter* to include decline that is due to the environment in which the student lives. There exists a high potential for *reversing* certain specific types of decline. Our classes provide the setting for that potential to be explored.

(from Last Home For The Aged, pp. 9-10)

The symptoms of institutionalized young children and mental patients are not unlike the symptoms identified in studies of the elderly residing in homes for the aged, domiciliaries, and nursing homes. A review of these studies (Lieberman, 1969) suggests that institutionalized elderly people share the following characteristics: poor adjustment; depression and unhappiness; intellectual ineffectiveness because of increased rigidity and low energy (but not necessarily intellectual incompetence); negative self-image; feelings of personal insignificance and impotence; and a view of self as old. Residents tend to be docile and submissive, to show a low range of interests and activities, and to live in the past rather than the future. They are withdrawn and unresponsive in relationship to others. There is some suggestion that they have increased anxiety, which at times has as a focus their own death (see for example, Ames, Learned, Metraux, and Walker, 1954; Chalfen, 1956; Coe, 1965; Davidson and Kruglov, 1952; Dorken, 1951; Eicker, 1959; Fink, 1957; Fox, 1950; Lakin, 1960; Laverty, 1950; Lepkowski, 1956; Lieberman and Lakin, 1963; Mason, 1954; Pan, 1948; Pollack, Karp, Kahn, and Goldfarb, 1962; Shrut, 1958; Swenson, 1961; Tuckman and Lorge, 1952). Other investigators (Blenkner, Bloom, and Nielson, 1971; Camargo and Preston, 1945; Kay, Norres, and Post, 1956; Lieberman, 1961; Roth, 1955; Whittier and Williams, 1956) have reported marked increases in mortality rates for aged persons entering mental institutions or homes for the aged.

These studies clearly demonstrate that aged persons residing in a variety of institutional settings are psychologically worse off and likely to die sooner than aged persons living in the community.

NOTES:

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MEDICAL CONDITIONS LIKELY TO BE FOUND IN A NURSING HOME

The major reason for being admitted to a nursing home or convalescent home is *physical*; it is not *age* that has put the resident there. A teacher, in order to tap the nursing home student's potential to learn, must know the student's physical condition and prognosis. If the student is "handicapped" by a physical condition, we need to know to what *degree of severity* is the condition disabling? Besides, as teachers, we usually do not know if these conditions are reversible. Some are. Some are not. If we are unsure, we must take an optimistic point of view or else we may be contributing to the decline.

ARTERIOSCLEROSIS: fatty deposits inside artery walls causing a decrease in size and flexibility of the artery, the following terms are used in conjunction with this basic condition--

- ARTERIOSCLEROTIC BRAIN DISEASE: affects the brain, also called organic brain disease.
- ARTERIOSCLEROTIC HEART DISEASE: affects the heart.
- ARTHEROSCLEROSIS: another word for arteriosclerosis.

HEART ATTACK: common term used to describe sudden injury to the heart often as a result of arteriosclerotic heart disease.

STROKE: caused by a sudden lack of blood to some part of the brain causing that part to cease functioning. This condition is often a result of arteriosclerosis.

ARTHRITIS: inflammation of a joint or joints.

CANCER: a malignant overgrowth of tissue.

DIABETES: a condition caused by the failure of the pancreas to secrete insulin. An older person may have poor circulation, poor eyesight, or other debilitating complications from this disease.

FRACTURE: a break in a bone or cartilage.

PARKINSON'S DISEASE: shaking palsy caused by a neurological disorder.

POST SURGICAL RECOVERY: recovery from major surgery; a process which takes more time as we age.

URINARY TRACT INFECTION: an infection in the urinary tract; patients with catheters are more susceptible to them.

(from DHEW Publication #(PHS) 79-1794)

NOTES:

WHY STUDENTS MAY HAVE DIFFICULTY COMMUNICATING

1. ATTITUDES OF OTHERS--it takes two to communicate; assumption of senility, patronizing, lack of time to bother with talking all contribute.
2. HEARING PROBLEMS--normal aging loss; background interference; physical distance from speaker; incorrect hearing aid, not turned on due to background noise, low or dead batteries.
3. SIGHT PROBLEMS--normal aging loss; inappropriate corrective device; physical distance from speaker.
4. SPEECH PROBLEMS--normal impediments, stutters, mumbles, etc.; cannot talk; no teeth or faulty dentures; throat or mouth disease; impairment due to drugs; side effects of stroke; language barrier.
5. LOSS OF MEMORY
6. MENTAL RETARDATION
7. DEPRESSION
8. MENTAL DISORDERS
9. EMBARRASSMENT AT SITUATION
10. FEARFUL OF RESPONSE--ridicule, teasing, abuse, etc.
11. OTHER PHYSICAL IMPAIRMENTS--multiple sclerosis and similar diseases; paralysis; immobility, etc.

Which of these are reversible?

Which of these can be overcome by adaptation of instructional methods?

How can educators assist with mental attitudes?

Which of these is increased in a classroom?

(adapted from Second Annual Training for Vista Volunteers, p.X-1)

NOTES:

LEARNING ABILITY and DRUGS: The ability to learn can be affected by drugs. One of our responsibilities, if we are going to work in a nursing home environment, is to be aware of the educational implications of the affects of these drugs...

Instructional Implications of Readily Prescribed Drugs in the Nursing Home Setting

by LYNN WHIPPLE

Two classes of drugs, both of which directly effect the Central Nervous System and its *sensory*, *motor*, and *emotional* components, are considered. They are: 1.the sedative-hypnotic class and, 2.the psychotropic class.

Drug Classification	Possible Effects	Instructional Implications
1. Sedatives	--mild drowsiness --decreased restlessness --calms tense, excitable patient	"...the lightly sedated patient may think more clearly and perform...normal activities more efficiently, when relieved of bothersome bodily symptoms."*
2. Hypnotics	--induces sleep	Especially for morning classes: 1. Student may choose not to attend class. 2. Once in class, student may be lethargic, less creative. 3. Student may require increased sensory stimuli to affect learning. 4. Fine motor skills like writing and drawing may be affected.
3. Barbiturates a. short duration (Nembutal,Seconal) b. long duration (Luminal,Barbital)	--may awaken with with drowsiness and/or headache --may awaken dazed, dizzy, lethargic --may affect judgement and coordination	
4. Psychotropics	--should relieve secondary symptoms due to anxiety --will intensify barbiturate effects	May create an internal environment more conducive to learning: less stress, less restlessness, less tremors, less physical discomfort.
5. Major Tranquilizers(Thorazine, Spurine,Stelazine, Mellaril)	--should reduce severe anxiety and agitation in psychotic patients --may decrease alertness	May increase the time needed to process information. Can cause a decrease in the number and accuracy of responses.** Student may require increased sensory stimuli to affect learning.
6. Minor Tranquilizers(Librium, Valium,Vistaril, Miltown)	--should relieve anxiety and tension in non-psychotic patients --may decrease mental alertness --may decrease reflex responses --may decrease motor coordination	Allow time for venting feelings if appropriate. Discuss stress and ways to handle it. Student may require increased sensory stimuli to affect learning. Inability to perform a physical, mental, or small motor task should not be interpreted as a permanent disability.

*from M.Rodman,B.S.,Ph.D.Pharmacology and Drug Therapy in Nursing,1968, p.98.

**from P.Black(ed.).Drugs and the Brain,Chapter 9,"Effects of Drugs on Memory", Murray Jarvik. 1969.

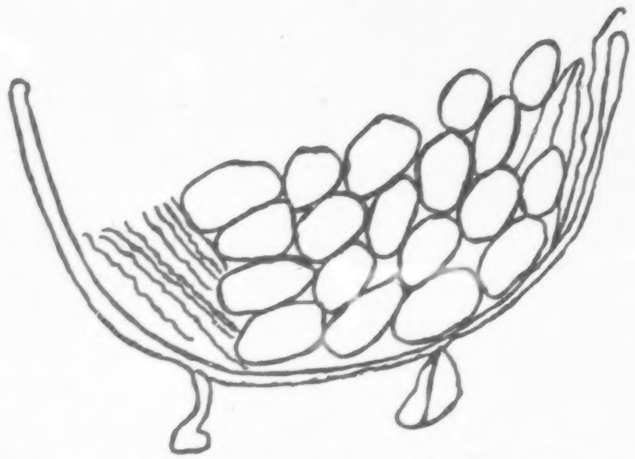
SOCIAL NEEDS OF THE INSTITUTIONALIZED: Institutions, regardless of the specific inhabitants, dehumanize. In the nursing home then, in addition to the natural biological affects of aging, and the disabling physical conditions, and any mental or emotional difficulty associated with the realities of being older, the resident also struggles against a *loss of dignity* and *self-respect*.

(from Second Annual Training for Vista Volunteers,p.X-9; below,p.X-15)

...we have found that the most prevailing problem of the resident of long term care institutions is deterioration: there is apathy, withdrawal, isolation; loss of motivation; confusion and disorientation; depression and regression. This pervading general problem in not confined to nursing homes per se but can also be found in other long-term care institutions.

SEVEN SOCIAL NEEDS LEADING TO A WHOLE PERSON

...IDENTITY
...PRIVACY
...STABILITY
...INDEPENDENCE
...MEANINGFUL LIVING
...REASON FOR BEING
...CONTINUITY OF LIFE EXPERIENCE



PETER KRAUSS, STUDENT

PERSONAL RELATIONS: Because few nursing home residents have close family relationships, a bond seems to exist between the individuals who live in the home. This bonding becomes, in essence, a family. As teachers, we are allowed to enter these *families* and become a special sort of member. This is a major responsibility that we must be aware of, accept,and respect as we work with our students.

MARGE VANAUKER:

...the residents have a reverence toward death. They have a clearer understanding of the process leading to death. If one of their convalescent home *family* is dying(and this may be months before the dying person has taken to his/her bed permanently), the residents appear to understand the impatience, anger, worry that the dying member is encountering. They may explain to you in hushed tones not to be offended or angry by the dying person's emotional change or outburst for this is all to be expected.

I call the nursing home residents a *family* for they have the same structure. The caring and sharing, commiseration, understanding and love most have for the others stem from the common link which is the mental or physical disability that brought them together. Actually a dying person may receive more of what s/he needs emotionally from the nursing home family than from his/her own family.

MARIE HEAD,STUDENT:

If I were a kite,
I'd want to fly high!
But I'd want to come down
sometime,
I'd want to make sure
someone
Was hanging onto the string.
I wouldn't want to fall!

OLIVE TODD, STUDENT:

All I want is a hole
to hide in.
I'm scared to death
of storms.
I don't look or wait,
As quick as I can,
I get away from them!

...Can you buy insurance in *this* neighborhood?

NOTES:

PART III

THE NURSING HOME: A "HIGH-RISK" NEIGHBORHOOD

...is there room for QUALITY EDUCATION alongside urine bags, orange jell-o, the pill-wagon and unknown roommates?

...is the setting too far removed from being a place of learning?

...can nursing homes become places where growth and development exist hand-in-hand with dying?

We say YES. We have found, in fact, that not only is there *room* for education in the nursing homes, but that there is a *need* for it as well. The need arises out of the very *difficulties* mentioned above...the setting is a desert for the residents who need to quench their intellectual thirst.

NETWORK OF SUPPORT FOR EDUCATION IN NURSING HOMES

	NATIONAL	STATE	COUNTY	LOCAL	HOMES
LAW	ADULT ED ACT HIGHER ED ACT OLDER AMERICANS ACT	NURSING HOME REFORM ACT ? SCHOOL AID ACT			
ASSISTANCE (in-kind)	NCOA AEA/USA NAPCAE	MAPACE AEA/M	COMMISSIONS ON AGING	SENIOR CENTERS VOLUNTEER GROUPS	RESIDENTS NURSING HOME STAFF
STANDARDS	OBJECTIVES OF OLDER AMERICANS ACT	INSTITUTE OF GERONTOLOGY		NURSING HOME ADVISORY COUNCILS	
PRECEDENTS		ON-GOING PROGRAMS AVAILABLE FUNDING			
AGENCIES	ADMIN. ON AGING DEPT. OF EDUCATION	OFFICE OF SERVICES TO THE AGING CITIZENS FOR BETTER CARE	AREA AGENCIES ON AGING	PHYSICAL/MENTAL HEALTH ORGS. & SERVICE PROVIDERS	

It is always in season for old men to learn.
AESCHYLUS

NOTES:

There *is* room for education, but it must be of a *high quality* if it is to stand up to the challenging setting of a nursing home as a "house of learning"...

If you answer YES to the following criterion, then you are meeting the challenge. These questions, compiled by Howard Y. McClusky, sage of educational gerontology, are in an article titled, "What Research Says About Adult Learning Potential and Teaching Older Adults."*

--Does our class tap latent potential?

--Does our class stimulate once active minds and rejuvenate them?

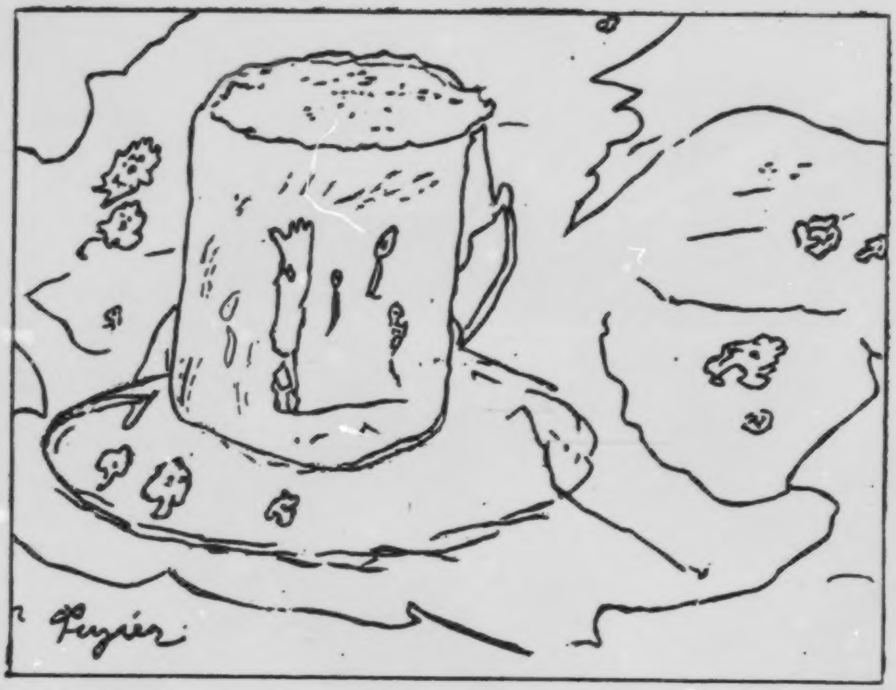
--Does our class restore confidence?

--Does our class fulfill physical and mental needs?

--Does our class provide fellowship?

--Does our class establish contact with the outside world?

--Does our class put a challenge back into life by providing a goal?



"...look at the spots. They seem to dance. It's a fantasy in graphic design."
WARREN KOWALKA

MARGARET LUZIER, STUDENT

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*in Adult Learning:Issues and Innovations. Smith,Robert(Ed.),Information series #3, ERIC Clearinghouse,1978.

ORIENTATION TO THE NURSING HOME STAFF: Familiarity with and respect for the other individuals--professional and paraprofessional--that we work alongside in the home, is essential to an effective program. We seek to establish a collaborative relationship with the nursing home staff.

DESCRIPTION OF STAFF WHO MAY BE CONNECTED WITH A NURSING HOME

ADMINISTRATOR: a person licensed by the state to administer a nursing home. This individual is ultimately responsible for all nursing home activities. S/he may or may not be trained in psycho-social and medical aspects of aging. Continuing professional education is usually required by the state. In some states an administrator may "administer" more than one home.

MEDICAL DIRECTOR: a physician who is supposed to formulate and direct policy for medical care in the nursing home. Medical directors are required only in skilled nursing facilities. Few facilities have full-time medical directors.

SOCIAL WORKER: a person trained to identify medically related social and emotional needs of residents and provide services necessary to meet them. Full-time social workers are not required in nursing homes, although the facility is required to provide social services. Often times an activities director "doubles" as a "social worker." Most often a facility employs a social worker on a consultant basis.

DERMATOLOGIST: a physician specializing in the diagnosis and treatment of diseases, defects and injuries of the skin.

DIRECTOR OF NURSING: a registered nurse (RN)who oversees the nursing department including nursing supervisors, licensed practical nurses, nurses aides, and orderlies. The director of nurses writes job descriptions, hires and fires members of the nursing staff, and writes and executes procedures and policies for nursing practice. Consultations with patient's families, physicians, committees, and community groups are important aspects of the job. The director of nurses is responsible for quality and safety in patient care.

LICENSED PRACTICAL NURSE(LPN): a person who has completed one year in a school of nursing or vocational training school. LPNs are in charge of nursing in the absence of a registered nurse. LPNs often give medications and perform treatments. They are licensed by the state in which they work.

(continued on p.31)

NOTES:

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(continued from p.30)

DESCRIPTION OF STAFF WHO MAY BE CONNECTED WITH A NURSING HOME

NURSES AIDES/ORDERLY: a person who is responsible for 80-90% of the actual patient care. An aide is often overworked, poorly-trained, and under-payed.

DIETICIAN: an expert in planning menus, regular and special diets, and in establishing dietary procedures.

OCCUPATIONAL THERAPIST: a person trained to conduct therapy to restore the fine muscles of the hands and arms.

OPHTHALMOLOGIST: A physician specializing in the diagnosis and treatment of diseases, defects and injuries of the eye.

REALITY THERAPIST: a person trained to help re-orient the dis-oriented patient to time, place and person.

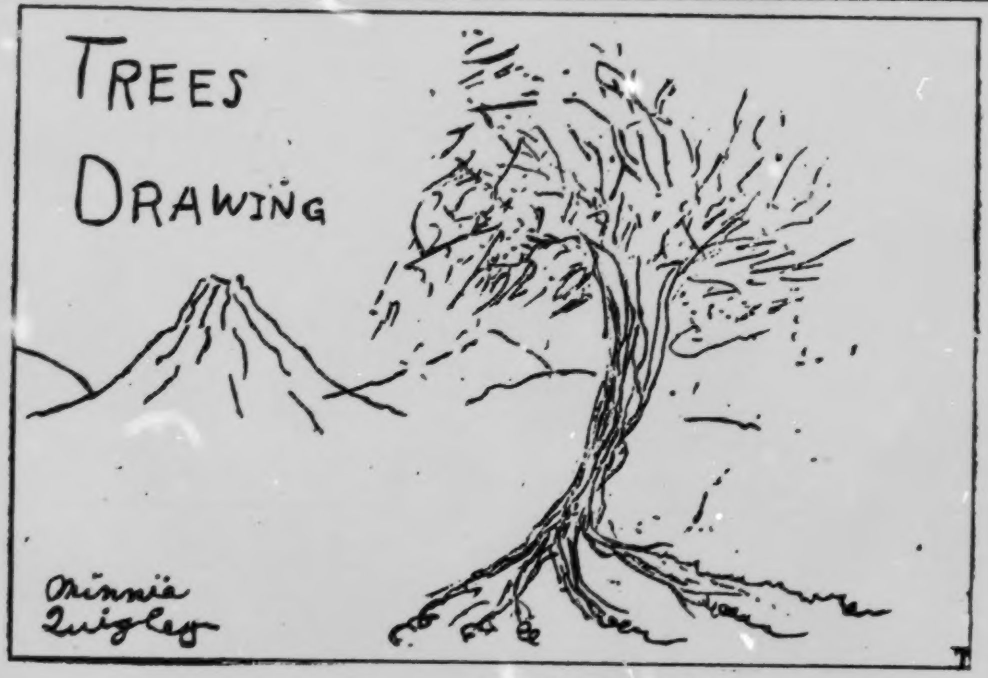
REGISTERED NURSE (RN): a graduate nurse who has completed a minimum of two years of education at an accredited school of nursing. RNs are licensed by the state in which they work.

PHYSICAL THERAPIST: a person trained to retain or restore functioning in the gross muscles of the arms, legs, hands, feet, back and neck through movement exercises or treatments.

PODIATRIST: a physician specializing in the diagnosis and treatment of diseases, defects and injuries of the foot.

RECREATIONAL DIRECTOR or
RECREATIONAL THERAPIST: the person responsible for developing, scheduling and conducting a multifaceted program geared to meet the social and diversional needs of all residents.

(from Second Annual Training for Vista Volunteers, 1980,pp.I-5,6.)



MINNIE QUIGLEY, STUDENT

"...she can't hear and has a hard time seeing. Communication on this lesson was,'Trees, Drawing'." WARREN KOWALKA

EXPECTING THE UNEXPECTED: Traditional teacher training does not prepare us to work in the classroom as it exists in the nursing home...

LYNN WHIPPLE:

New teachers need to:

1. meet staff,
2. acquaint themselves with the building,
3. know where to find the students,
4. know how to get the students to the classroom,
5. know what to do if there is a fire,
6. know what to do if there is a storm,
7. know what to expect from the nursing home staff,
8. know who their contact person is,
9. know who to contact if a student is disrupting class,
10. know who to contact if a health emergency comes up,
11. know if they can use the P.A. to announce their class,
12. know who cleans up floors and tables,
13. know where to get refreshments,
14. know who are diabetics,
15. know what the students are allowed to eat,
16. know where they can store material.

SUE RIPPS:

...class began with problems. A gentleman who didn't belong was in class or rather in the dining room where we hold class. He was violent and incoherent. I had to find a nurse and ask her to remove him. He upset a number of the students who had gathered for class. It took the nursing staff about 20 minutes to finally remove him from the room.

Once class was started we proceeded very well. We began with co-ordination activities--eye to hand. We then moved on to exercise activities to music. This led to a number of the students dancing with me and my teaching partner. We continued class with a variety of different activities.

LYNN WHIPPLE:

...many aides view their jobs as just a job, they are young and, by and large, treat "patients" not people. The residents are usually given attention only if they complain. The aides are very busy.

They themselves rarely value education and can't forsee how it can be important to an old nursing home resident. We need to do more in-servicing with the nurses aides. Perhaps we need to include them in the class more. They can *learn* to see the benfits available to the resident who becomes involved in the classes.

NOTES:

MARGE VANAUKER:

...this week I lost a student at the Lutheran Home. I can't explain the feeling that came over me when I read that familiar name in the paper. One would think by now that I'd have become accustomed to the fact. In the course of my three years I have lost seven students, all in the convalescent home setting. Some have been easier than others because we haven't known each other as long, but this lady was a loyal two-year student of mine--one that I looked to as a pillar of the class. She was a great contributor and "always there". She was also active and happy to the day she died.

WARREN KOWALKA:

...I was there more than 30 minutes early and was able to announce the beginning of class almost immediatly. Most of the students were quite ready by the time class started. Until that time I roamed the halls, talking to people and taking photographs.* Class was held in the second floor dining room for a change because one of my students asked it. We usually are in the first floor dining room. It turns out that most of the students live on the second floor and like it better up there. They are more healthy which is probably the reason they are up there. Should I keep class up there for their convenience or have it on the first floor to make them move around a little?

Olive came again last week. Ever since the week after I visited her, she has come to class. I had photographs that I had taken--these attracted much attention. Helen didn't recognize herself. The rest liked them. Marie started to talk about the composition of the photos. I cut her a little short...but wished that I had made more of the discussion and let the class in on it.

MARGE VANAUKER:

I think education should fit the needs of the student. If the system demands that each student fit the "normal traditional classroom setting" then we won't last long in a convalescent home, for if each participant was "normal" s/he wouldn't be there in the first place. Running a typical classroom in a nursing home environment, as a teacher discovers immediately, is impractical if not impossible.

NOTES:

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*A "photo release" form is necessary prior to any taking of photographs or film in a nursing home.

RECOMMENDATION

PAT MONTGOMERY:

My recommendation is that a small media center(a good-sized closet would suffice) be established in each center and be staffed by one librarian-type person(even a volunteer)for certain specified hours on certain specified days. The amount of material available, free of charge, would provide ample arts and crafts materials; books, periodicals, and magazines used in the classes could be kept in the center and lent out during the open hours; audio-visual materials(film-strip machines, film projectors, tape recorders and cassette tapes)could also be kept for "library" use much as they are in any high school.

LYNN WHIPPLE:

Informal group meetings are not encouraged much in most nursing homes. If a teacher wants to encourage "school work" between class meetings, s/he needs to identify the obstacles to such an idea; such as:

--no "spot" available,
--supervision needed but not available,
--students may need assistance with materials or equipment,
--discouraging attitude by the staff.

Once you know the obstacles you should ask, how can I overcome these? What is the price to be paid? Is it worth the effort? Who will benefit? Who will help?

SUE RIPPS:

"...my supervisor was in class today observing. This seemed to bother some people. They were less vocal, less enthusiastic, and more withdrawn. Upon reflection, I guess this is really a normal reaction when an outsider is present. Some students wanted to make sure Lynn saw them do certain exercises or games to show off their progress. All are very proud of their accomplishments.

NOTE ON PHYSICAL SET-UP: Students are seated in a large oval and Donna and I are in the middle, each working with half, sometimes together and sometimes not. Each week the students sit in the same area of the oval--not always the same exact spot though. The record player is situated at the end of the oval in the same spot each week. Often Bob, who sits next to the player, will restart it when it reaches the end. Class is held in a dining room and there are others present while class is going on. One table of three women are always there. They will not join us in any way, but I think they really enjoy watching the class!

LET'S LOOK AT THE FINE PRINT...

NOTES:

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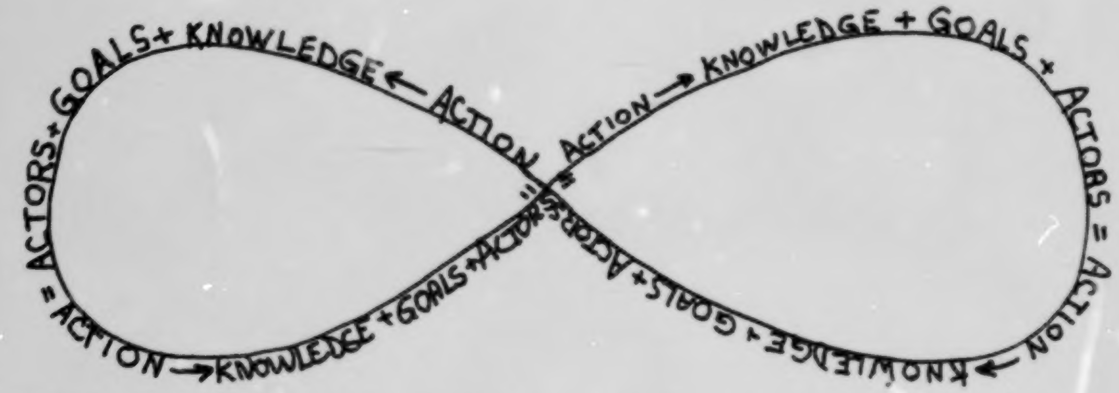
PART IV

EXAMINING THE FINE PRINT:
THE PROGRAM

HOW TO PROTECT YOUR INVESTMENT; MATURING BENEFITS: Five years ago, our original assumption was that *we*, professional educators, had something to give to *them*, the older adult students. Education was the gift. We were doing the *giving*; they would do the *getting*. We had expected to be able to develop a program, a conclusion. We thought we would be able to say, "there it is. We've got it now. We know what to do and how to do it." We were wrong.

We know now that there is no closure to adult education. Program is not a noun, it is a verb. We do not work within a closed system, rather, we work within a *process*. It is a process of becoming, of learning, of change--for all parties involved. We know now that education is the process of people being together: talking, sharing, learning, changing.

If you think you know the correct program--you are wrong. There is no "correct" program to be *given* to the *getting* students.


ACTORS + GOALS + KNOWLEDGE ← ACTION
ACTION → KNOWLEDGE + GOALS + ACTORS = ACTION
→ KNOWLEDGE + GOALS + ACTORS = ACTION
= ACTION → KNOWLEDGE + GOALS + ACTORS =

AS KNOWLEDGE GROWS, THE GOALS AND THE ACTORS CONTINUALLY CHANGE, SO MUST THE PROGRAM

NOTES:

CURRICULUM: PERSONAL INVESTMENT INSURES QUALITY

COURSE OF STUDY: Conversation becomes education when those talking focus their discussion on a *topic* and proceed to share their various levels of knowledge and insight...the curriculum is the topic; it provides the focus.

Our curriculum is based on the traditional high school curriculum. It offers a wide range of academics, requirements and electives and like traditional high school, it is life-stage related. As we *apply* the traditional high school curriculum to our particular students and their environments, it ends up looking quite different. Perhaps our main difference is that each course, in the end, is designed by the *particular* teacher and the *particular* students involved that *particular* semester...

JUDI SCHNEIDER:

In that first year we discovered that the students themselves have needs. The students began to recognize their own needs, their need to know. They are the ones that know what those needs are. And we, as the teachers, also began to recognize these needs. We saw, for example, that even though they wanted to graduate they needed English or American Government; maybe what we needed to do was to develop these courses to meet the needs of these students. Not just with bigger printing or throwing away the text book but to respond to *them* as resource material. Certainly at their age they have more experience than an average high school student. And we use their experiences to help develop a particular course.

I will tell you of two examples of how students' needs give form to a class. Early in the development of the program we found that senior citizens met on their own to read and study the Bible. From that interest we developed a course designed to study the literary aspects of the Bible. We accomplish two goals: one, to meet the students' interest and two, to begin education at the current level of the learner.

A second example is our Fine Arts classes which were originally craft classes. We found that seniors are very craft oriented, they make crafts at home and in their centers, both to sell and as a hobby. Again, we take the student from her/his present level of interest and expose her/him to new levels. Some place along the line they begin to ask, "why doesn't my bleach bottle with flowers look like my neighbors? Why doesn't mine balance? Why isn't it as attractive as hers?" There came a need to know *more than crafts*, a need to know more about colors, design and balance--the art basics. It is a need that came from them, not us.

NOTES:

RECOMMENDATION

PAT MONTGOMERY:

It seems to me that this is the ultimate in the teaching/learning situation: the *teacher* adapts both personal style and technique to the exchange of information in a given area(history, literature, math, etc.); the *learner* chooses and absorbs that which is of most value to her/himself. The process continues in this flexible, individualized manner. The students are invited to request new classes.

JUDI SCHNEIDER:

...one thing you learn in adult education is that adults will not tolerate authoritarian methods of instruction. They learn best by participation and that means not just actively participating in the class they are attending but that they also actively participate in the selection of the classes that are offered to them. Every year when we develop our curriculum we have the current students respond to a questionnaire designed to measure their interest and needs for the coming academic year.

WARREN KOWALKA.

...we seem to have to deal with keeping in motion the minds of these people, in an ever expanding spirit for the quest for knowledge.

...what they have to deal with is their changing physical conditions and cultural roles.

I don't like lightning,
It gives me a funny feeling.
The high winds come up
Making you wonder
What will happen next.
The air smells different,
When it's going to rain.
After the rain,
Everything smells clean.

MARGARET LUZIER, STUDENT

There is nothing more
remarkable in the life
of Socrates than he found
time in his old age to
learn to dance and play
instruments and thought
it time well spent.

MONTAIGNE

NOTES:

As teachers continuing to learn, we must use *what* we learn as we teach...

MARGE VANAUKER:

I feel the curriculum we are providing in the nursing home setting offers the variety of subject matter that meets the requirements of getting a high school diploma while meeting most of the expectations of the resident-students. For example, many of our subjects have been requested by the resident-students.

After reading On Death and Dying (Kuebler-Ross) I have come to the conclusion that a course about coping with physical and mental change, illness, the environment in a nursing home, family problems and family relationships, and death would be a valuable addition to our nursing home curriculum.

The book dealt with the need that dying patients have to talk about facing the process of dying. One obstacle was that family and most people caring for them avoided the subject entirely, not realizing that this need existed.

In my class I often have been used as a sounding board by students or even the class as a whole when one or all had some thing on their mind which involved one of these related problems. I've observed that other class members and I become the only helpers, giving words of encouragement, providing useful bits of information to help speed up the solution of problems and to make suggestions.

The people in our classes experience all the same problems we on the outside do but they are unable to jump up out of their wheelchairs and immediately take care of what it is that is bothering them. When a problem concerning responsibility at home, family illness or other problems, financial problems, loneliness, insecurity, provisions for their own future security, etc., develop the residents are required to play a waiting game, depending on friends and family to do the leg work and staff members to make the contacts by phone. During this time of waiting, the problem grows in their mind and causes frustration plus shortened temper and patience.

A course dealing with such things could show students how to deal best when such things arise and show them the channels to follow to speed things along. It probably would also make the job of the nurses and activities directors a little easier if they were aware of what was occuring in the private lives of the patients that may be altering their behavior.

Our students, in my experience, do not want people to ignore their conditions. They would rather talk freely about it, answer questions regarding their mental and/or physical disabilities and then proceed to establish a friendship on total acceptance of each other as people. The handicapped have a much better grasp on their conditions then we. They know it won't change by ignoring its presence.

NOTES:

VOLUNTARY INVOLVEMENT: Why do individuals voluntarily become students and attend classes that offer little economic pay-off...?

CAROL CRAVEN, AMERICAN HISTORY TEACHER:

...we are given what I feel is a unique opportunity to educate people for the sole purpose of improving their minds and raising their intellectual level without having to worry if they can go out and make a living based on what they have learned.

JUNE ELLSWORTH, STUDENT:

I am a student in the Senior Adult Education and I think I am very fortunate to have the opportunity.

We have wonderful teachers who do their best to make it interesting and informative. The classes stimulate interest and awareness in many things. Now when I'm reading the newspaper, magazines, or whatever, I am alert to something that is pertaining to what we are studying for, it may be from radio or television, too. So it makes it a matter of more interest to me. Also I am ever on the "lookout" for certain articles to clip out and take to class. I did not have the chance to finish high school for different reasons, one being that my family lived on a farm and there was no transportation provided except for elementary school, and though I loved the country and farm and am glad I had the experience of living there, this was a disadvantage.

I never thought I would ever be able to obtain a high school diploma and though it is still quite a ways off I have hopes that it will, in the not too distant future be mine. I have met many fine people who I am proud to call my friends, that I would not have had the pleasure to meet had it not been for Adult Education.

I really feel, and appreciate, that I am privileged in all these things.

P.S. My grandson was shocked when he discovered I was a "dropout" just like him.

NOTES:

COURSE DESCRIPTION: The curriculum changes continually, adjusting to the teachers and the students, incorporating experience. Some courses are offered for a while then they seem to lose their appeal. They have fulfilled their purpose and they are dropped. New courses are tried. Some work, some don't. Each depends on the individuals interacting and *their* degree of interest. Some courses that *we* thought would work, did not; we have tried: "Homemaking for Men and Women", "Bookkeeping", "Surviving Alone", "Interior Decorating", "Language Sampler". They all failed. Below, is listed our current curriculum:

AGING IN AMERICA: AN INTRODUCTION TO GERONTOLOGY--The growing number of older people in this country has created a new field of study. Gerontology is the study of the aging process and, more than that, it is a new outlook on later life. This course takes a look at the history of aging and at some new ideas about aging successfully in America today.

AMERICAN GOVERNMENT--There will be a basic study of our American political system, including the Bill of Rights, the three branches of government and the Constitution.

AMERICAN HISTORY AND THE PRESIDENTS--A study of the personal and political lives of the presidents and their role in the history of America.

ART HISTORY/PAINTING--Art of many lands will be the emphasis of the history section of this course. We will study the artist and his/her contributions to the world from countries as far reaching as Japan to Africa as well as our own American artists. Students will complete art projects and visit area museums.

BASIC MECHANICS/BASIC ELECTRONICS--Learn how to do minor repairs around the home. Also covered will be automobile maintenance including tune-ups and small engine repair(lawnmowers, etc.). We will learn principles of elementary electronics through the construction of kits and the repair of small appliances.

BIBLE AS LITERATURE--A study of the New Testament examines background history, major types of literature and major themes including the Gospels and Letters to the Apostles.

CERAMICS I--For students with no previous ceramic experience. Create your own greenware and hand-built techniques. We will learn glazing skills and mold pouring as well.

CERAMICS II--Ceramic experience is required as advanced glazing techniques and hand-built skills will be taught.

CONSUMER EDUCATION--Consumer rights will serve as the focus here. Basic techiques for informed shopping and complaint filing will be addressed.

CREATIVE WRITING--In this course, students will experiment with a variety of writing techniques and structures. Opportunities to utilize writing techniques and structures and opportunities to utilize writing skills include publication of a literary journal.

DANCING FOR EXERCISE I--Here is an opportunity for fun and for getting in better shape by learning to dance. You will be taught approximately 40 basic square dance patterns along with the basic steps in the waltz, polka, fox-trot, and 2-step.

SCIENCE EXPERIMENTS FOR AMATEURS--A class designed to provide all students with an opportunity to cover various scientific concepts and follow up with experiments. The course will cover a wide range of topics such as the study of living things, both plants and animals, weather, health, stars, and other science topics.

FOODS--Coast to coast cooking--a look at American cooking from the New England states to California. Regional specialties with emphasis on historical or ethnic backgrounds will be explored. As in the past, recipes will be chosen to suit the single person or small family.

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COURSE DESCRIPTIONS

HEALTH CARE IN THE HOME--This class will cover simple nursing skills at home, how to recognize illness and how to maintain good health and nutrition. Physical changes that occur as a part of aging, daily health practices and safety precautions will also be presented.

HERITAGE CRAFTS--Explore the cultural backgrounds of a variety of craft skills. Recreate history through Colonial crafts like quilting and candle making. Learn basket weaving as the Indians taught us. Other crafts include tole painting, hairpin lace, pine cone art and printing.

JEWELRY DESIGN--A course specially designed for the novice craftsperson. Create jewelry pieces through the design and execution skills of enameling, beading and coiling.

LAW AND THE SENIOR CITIZEN--This class deals with both the criminal and civil aspects of the law. Will include methods for crime prevention and a study of the criminal justice system, legal procedures specifically concerning senior citizens(i.e.wills and estate questions, social security, consumer law, tax breaks for elderly, insurance) and more.

LITERATURE AND THE MOVIES--This course combines the study of literature, its authors and style in combination with the visual aid of the motion picture.

MATH FOR EVERYDAY USE--This course develops the fundamental principles and operations through a study of problems faced by individuals in their daily lives. Units dealing with personal money records, commissions, saving and investing, home expenses(checking utility bills, etc.)and sale items.

METRICS/MATH--The course is designed to familiarize the student with the increased use of the metric system in America and application to everyday use.

MUSIC--Music for Seniors who either want to sing or play music, or for those who enjoy listening to music. The fundamentals of music theory will be explored and students will make their own music vocally or with instruments.

SEWING--For beginning, intermediate and advanced sewing students. Individualized instruction based on students' sewing skills from pattern alterations, construction of garments to tailoring.

SOMETHING DIFFERENT--Each week a different aspect of human creative activities will be explored. Topics may include such diverse subjects as opera, astrology, nonverbal communication and Chaucer.

SWIMNASTICS I--Pool activities will include water exercises, basic swimming and water safety.

SWIMNASTICS II--Students need to have passed Swimnastics I. Water exercises and more advanced swimming activities are included.

TODAY'S HEALTH AND RECREATIONAL ACTIVITIES--A discussion of recent changes in the health care field will include such topics as new drugs and therapy, nutritional trends, medical advances, air/water pollution. It will help you design your own daily exercise program to help you look, feel and work better. Activities such as dancing and organized games will be included.

TUTORING SKILLS--This class is designed to provide seniors who are serving as tutor volunteers with beginning teaching skills and aquaint them with the learning needs of elementary and adolescent children.

TYPING I--Beginning skills and techniques will be introduced. Students with previous training should enroll for the second semester for advanced instruction.

WEIGHT WATCHING--A weight reduction program that not only teaches one what to eat, but why one turns to food. Delicious meals and snacks that will not put on those extra pounds will be prepared and sampled. This weight reduction program helps you to lose weight through a proper eating and exercise program.

ADAPTED COURSES FOR THE NURSING HOME:
Life-Review,Creative Writing; Art/Crafts; Exercise; Geography; Yesterday, Today and Tomorrow.

INSTRUCTIONAL METHODS, TECHNIQUES AND EQUIPMENT; HOW TO SELL QUALITY EDUCATION:

METHOD: If curriculum is the *topic* for discussion, then method is the *procedure* that best facilitates the sharing. For the method to be appropriate, it must be dynamic; it must develop from the situation...

CAROLYN LAVOY:

Our methods are traditional, but the difference is in the way we utilize them. Our primary method is to obtain participation from and by the students. First, they participate in the choice of what classes are available. Second, they choose what class(es) they want to take. Third, once class begins, they are involved in determining how they want to address the content. This is our primary method; the most important method we use.

Another method commonly used by us is to exhibit products generated from class. We plan opportunities for such exhibitions. This allows the students to view their own works.

Another method we use is the personal touch. When we have a discussion we do not lay out one general question, and ask all students to respond, but rather we try to direct the question--using the person's name, "Mary, what do you think about this?", "How do you feel, Helen?" Eye contact is essential to this personal touch method.

Another method is to vary the speaking voice, whether it be through team teaching or by using recorded material or even a single teacher adjusting tone periodically.

A technique we do not use is text books. If you think of text books you usually think of assigned readings, written assignments, recitation, evaluation. This does not leave room for the individual interests and differences in our students. Text books inhibit self-directed learning. They don't prevent it, and its not that we don't use them, but as a rule, we avoid them. We do have the students keep notebooks to collect all the handouts from the teachers. I think this provides something for the student to own and hold on to.

INTERVIEWER (TO A 17 YEAR OLD STUDENT ON THE STREETS OF TOLEDO): *"Do you think that school is useful to you?"*

STUDENT: *"It would be much better if the teachers were into their jobs."*

For man is a creature without any fixed age, who has the faculty of becoming, in a few seconds, many years younger, and who, surrounded by the walls of time through which he has lived, floats within them but as though in a basin the surface level of which is constantly changing, so as to bring him into the range now of one epoch, now of another.

MARCEL PROUST

NOTES:

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GERONTOLOGICAL AWARENESS: Before any teacher can develop an appropriate method of procedure s/he must be aware of the general status of the students...

WHAT IT MEANS TO TEACH OLDER ADULTS

(by Samuel E. Hand, Ed.D. From A Manual on Planning Educational Programs for Older Adults, Hendrickson(Ed.),pp.111-113.)

First to compensate for less acute vision, the following implications seem apparent:

1. Use good illumination. Older adults must have not only better light, they must have MORE light. Do not have audience face the light. Never have a flickering light.

2. Arrange seating so that people are close to the speaker and to the materials used in class demonstrations.

3. Arrange equipment which will enable the audience to see all parts of demonstrations easily and clearly. In addition:

   a. Have a neutral background.
   b. Use sharp contrasts of color.
   c. Use large charts, diagrams, and pictures.
   d. Use large, legible writing or printing.
   e. Remove everything from the blackboard except those items which pertain to the subject under discussion.

4. Make sure that all typewritten and duplicated materials for student use are done with pica type and double spacing.

The loss of hearing efficiency also has some important implications for teachers, particularly for those who teach older adults. Some of the more readily apparent ones are the following:

1. Speak more slowly and distinctly as the age of the group advances.

2. Stand still, or relatively so, so that those who depend to some extent, consciously or unconsciously, on lip reading will be aided in understanding what is being said.

3. Unusual words, unfamiliar names, numbers, and the like should be enunciated clearly and then printed on the blackboard.

4. Study the faces of members of the group to see whether they are hearing.

5. Use simple, well-chosen words that are clear and meaningful; avoid the use of words that are lengthy and difficult to understand.

6. Use the blackboard freely; vision will supplement poor hearing.

7. Talk directly to the group; don't turn aside or away from the group while speaking, as this prevents those who depend to some extend on lip reading from

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NOTES:

SAMUEL HAND(continued from p. 43)

understanding what is being said.

8. Be especially observant and eliminate inside or outside noises that tend to interfere with the hearing of the group.

9. Questions directed to the teacher by members of the group should be repeated for the benefit of the entire group before the questions are answered.

10. Ask someone in the back of the room to call attention when any member of the group cannot hear.

We said earlier that adults, particularly middle aged and older adults, have somewhat slower reaction time--that their general physical tempo was slower and their limits of internal body adjustment to external conditions are narrower. What does this tell us as teachers? It tells us several things, I think.

1. Older adults must be permitted to choose their own work tempo. They should be encouraged and stimulated, but not rushed.

2. It tells us to be particularly attentive to the physical comfort of older adults; to maintain classroom heat and ventilation within proper limits; and to arrange for use of the most suitable furniture available.

3. We should arrange for an accessible meeting place for older adults, one which requires a minimum of stair climbing.

4. Arrange the schedule of meetings insofar as possible to best suit the group.

5. Maintain a pleasant social atmosphere in the classroom.

6. Do not hold meetings overtime.

7. At the appropriate time we should emphasize the importance of their avoiding environmental extremes and contions of stress.

Age only matters when
one is aging.
Now that I have arrived
at a great age,
I might just as
well be twenty.

PABLO PICASSO

When I was young I was amazed at Plutarch's statement that the elder Cato began at the age of eighty to learn Greek. I am amazed no longer. Old age is ready to undertake tasks that youth shirked because they would take too long.

W.SOMERSET MAUGHAM

NOTES:

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AN ATTITUDE OF ADJUSTMENT: In order to develop appropriate methods of instruction, a teacher needs to continually examine the methods they are using and be ready to adjust the methodology to better suit the present situation...

WARREN KOWALKA:

Handicaps? The first thing to strike me as I work with the residents of the nursing homes, is their inability to work with many of the materials that I might have considered using. Handicaps like:

1. Arthritis,
2. Paralyzed sides due to strokes,
3. Inability to see fine lines,
4. Inability to manipulate scissors,
5. Lack of strength to roll out clay,
6. Restricted movement from muscle and nerve disorders,
7. Inability to hear and follow instructions.

Many projects become discouraging for those students who are dealing with these difficulties.

The flow of projects came to painting and pretty much stayed there for my first semester of teaching these students. Paintbrushes were found to be relatively easy for them to work with. The bright paints are easy to see against the white paper. Styles flourished when given freedom.

The second material I've found to be encouraging is pastel chalks. The colors are strong, pass onto the paper easily and are workable. Crayons don't pass onto the paper easily enough, but warrant further investigation. One student couldn't see the crayon marks that *she* made, but that wouldn't be true for all the students. Markers would seem to have potential--they leave strong marks.

Materials That Might Cause Problems

1. Scissors--stroke students are often half paralyzed.
2. Clay--somewhat difficult to work because of an absence of strength.
3. Beads and other small objects--fine motor coordination is generally reduced in arthritic fingers,

NOTES:

SUE RIPPS:

WEEK II--Class proceeded as usual. We began class by working with flags (paint sticks with crepe paper pasted on). Using flags we do arm exercises to music. This is a good opener for class. Next follows basic warm-up exercises; neck, facial, shoulder, arm, leg, ankle, knee, etc. Sometimes this is accomplished by doing a "Simon Sez" game. Games were played to work with eye-hand coordination, kicking coordination and as a means of demonstrative competitiveness. Dancing was done with students as time allowed. In the last 15 minutes of class I took five students aside to ask some questions. Those that could write, wrote their answers. These questions were:

1. What do you like best about class?
2. Why do you come to class?
3. How would you change class?
4. Are there any activities that you would like us to do?
5. Do you like having tea after class?
6. Would you feel badly if the class were cancelled?

Their responses were surprising. I would recommend this technique to all teachers. And I would encourage involving the other students too, by asking them to respond verbally as you write or record their answers.

I would imagine
If a kite had feelings,

It would be very sad
When it crashed to the ground.

But when it was soaring,
It would be very happy!

LEWIS FRANKHOUSE,
STUDENT

It is day by day that we go
forward; today we are as we
were yesterday and tomorrow
we shall be like ourselves
today. So we go on without
being aware of it, and this
is one of the miracles of
Providence that I so love.

MME.DE SEVIGNY

NOTES:

TEAM TEACHING AND TEACHER AIDES: Although expense is a prime concern, doubling-up of teachers in the classroom is an effective method...

LYNN WHIPPLE:

Team teaching developed because many of our students require at least individualized attention, if not instruction. We utilize teacher aides in the nursing homes as much as possible. They lend a hand with many of the managerial tasks required of the teachers when teaching in a nursing home. The aides are utilized in many different ways according to the teacher they are assigned to, for example they can:

1. Bring students to class,
2. Assist the teacher with class procedure--
    - --Reinforce instructions on a one to one basis,
    - --Pass out class material,
    - --Assist student with manual skills(writing, drawing, cutting, turning pages, etc.),
    - --Give positive encouragement and reinforcement to students,
    - --Set-up and run audio-video equipment(movie projector, film strip machine, tape recorder, etc.),
3. Prepare sections of the class material for the teacher,
4. Correct class work or quizzes,
5. Serve as a group leader for small group discussions or projects,
6. Get nursing assistance if needed during class,
7. Assist with preparing and distributing refreshments during break,
8. Visit the students who are unable to attend class that session and give them class materials if desired.
9. Return students to their rooms after class is dismissed.

WARREN KOLWALKA:

In my art class we have two different teachers with different personalities, and I would say, with different goals. One of us is a crafts teacher, one of us is an artist. One is more bubbly, one is more dry. One discusses well, one reinforces well.

NOTES:

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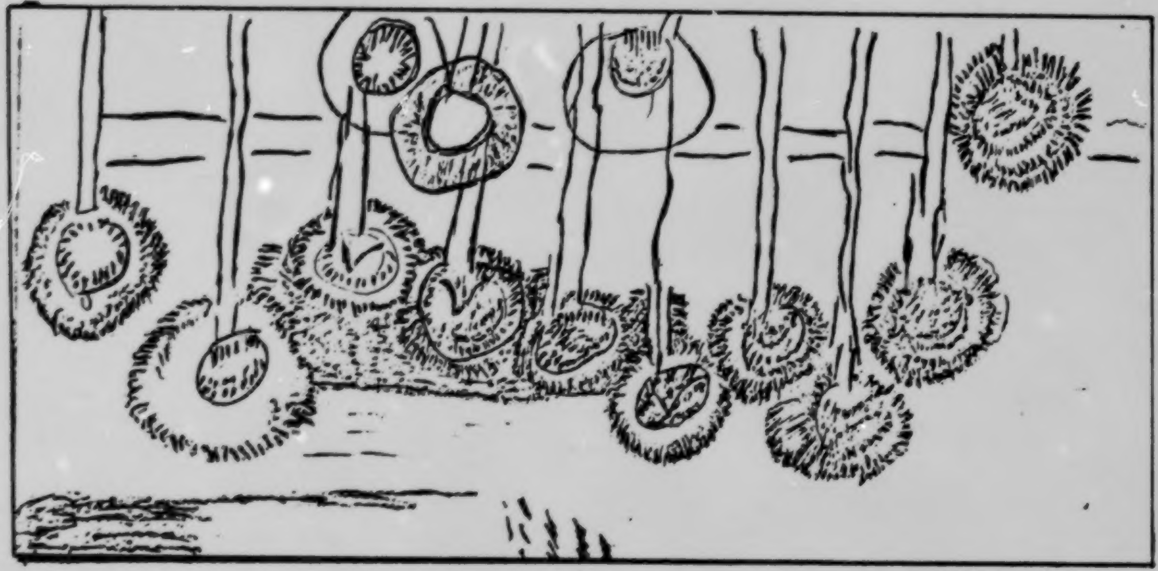
ROLE OF STUDENT: Being a student is a new role for many of the individuals who choose to get involved with the classes. For twenty hours a week, they are patients and then suddenly, they enter a lunch room that for two hours is a classroom and they are *students* and a teacher is encouraging them to think and to express themselves; a role quite unlike the one that fills their days...

JOHN MURRAY:

We do have discipline problems. There are no spit-balls, of course, but we run into students who refuse to cooperate. They may be reluctant to grant authority to a younger person, they may be seeking attention or attempting to exert their will. Whatever their reason might be, we must remain aware that we are dealing with people who are older than ourselves, not with children. And this points up an interesting difference between ourselves and "traditional" high school teachers: As the teacher of young people ages, the gap between him/herself and the students widens, since the students always stay the same age. In our case, each year brings us closer to the ages of our students, narrowing the gap between us and allowing us to grow in our appreciation of where our students are in their life cycle.



BESSIE SMITH, STUDENT

"...a two week drawing--lines the first week, texture the next. I can tell them what to do, but they usually want to get through my directions quickly, or don't understand them totally, thus their own interpretation."

WARREN KOWALKA

Personalized methods help the individual ease into the role of *learner...*

MARGE VANAUKER:

HOW I PERSONALIZE MY METHODS

1. I search out any type of aid(audio, visual, sensory) that will make the lesson easier to grasp.
2. I give examples--from my own experience if possible.
3. I praise--"good point", "that suggests another thought", etc. to keep more ideas coming.
4. I keep in mind specific questions, for students tend to generalize or talk in summations.
5. I allow time for socializing, chatting, learning the news prior to starting the lesson, for often that gives me a lead that will help in that day's lesson or one in the future.
6. I encourage and I read their work aloud to the rest of the class(sometimes to other classes).
7. I comment on and compliment the student's abilities, talents, ideas, appearance, humor, etc.
8. I play up their place in history--their jobs, family, unique childhood--in other words I get to know each one so I can refer from time to time to a certain event they've experienced.
9. I personalize my teaching in order to find best how to help each student identify with the lesson.

To be seventy years young
is sometimes far more
cheerful and hopeful
than to be forty years old.

OLIVER WENDELL HOLMES

NOTES:

APPROPRIATE METHODS: To critically examine the appropriateness of our methods of instruction with older adults, we can begin by comparing them to Kenneth Okun's table presented below. With this table Okun establishes a checklist of elements which need to be present to insure that the *process of learning* occurs with older students and their teacher. Keep in mind, however, that Okun built his table from "laboratory experiments" and that even if a teacher accomplishes all of the implications to their maximum level of perfection, but does not exhibit personal interest and compassion, i.e. if they are not *themselves* as well as some super-professional instructor, they may not be insuring quality education.

INSTRUCTIONAL IMPLICATIONS OF LABORATORY EXPERIMENTAL GEROPSYCHOLOGICAL RESEARCH*

Instructional Variable	Implications
Rate of Presentation of Information	1. Present new information at a fairly slow rate
	2. Let adult learner proceed at a fairly slow rate
	3. Provide adult learner with ample time to respond to questions
	4. Present a limited amount of material in any single presentation to prevent swamping effects
Organization of Information	5. Present new information in a highly organized fashion
	6. Use section headings, handouts, summaries, etc., so that adult learner can get a "handle" on material
	7. If memory processes are taxed in a learning project, encourage adult learner to use retrieval plans
	8. Avoid introduction of irrelevant information in order to prevent confusion
	9. If visual displays are used, employ simple stimulus configurations
Mode of Presenting Information	10. Use auditory mode of presentation when presenting discrete bits of information to be used immediately
	11. Use visual mode when presenting textual materials to capitalize on opportunity for review during reading
	12. Utilize models to facilitate strategy development

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*K.Okun. Adult Education,1977,27(3)

KENNETH OKUN (continued from p.50)

INSTRUCTIONAL IMPLICATIONS OF LABORATORY EXPERIMENTAL GEROPSYCHOLOGICAL RESEARCH

Instructional Variable	Implications
Covert Strategies	13. Encourage adult learner to generate her/his own mediators
	14. Supply adult learner with mediators when necessary
	15. With concrete material, imagery mediators are superior to verbal mediators and interacting images better than conjunctive images
	16. Whenever feasible, train adult learner in use of mnemonic devices
	17. Encourage adult learner to generate covert monitoring verbalizations and provide training when necessary
Meaningfulness of Material	18. Present information which is meaningful to adult learner
	19. Assess cognitive structure of adult learner to insure that material is introduced at appropriate level
	20. Use examples, illustrations, etc., which are concrete
Degree of Learning	21. Provide ample opportunity for adult learner to over learn material before moving on to new material
	22. Remove time constraints from instructional and evaluation process
Introduction of New Material	23. As initial step in learning, identify and eliminate inappropriate responses which may "compete" with appropriate response
	24. Organize instructional units so that potentially interfering materials are spaced far away from each other
	25. Stress difference between concepts before similarities
	26. Make instructional sequence parallel hierarchy of knowledge in any given area
	27. Instructional procedures should be premised on knowledge of conditions required for a type of learning based on task analysis
	28. Introduce a variety of techniques for solving problems

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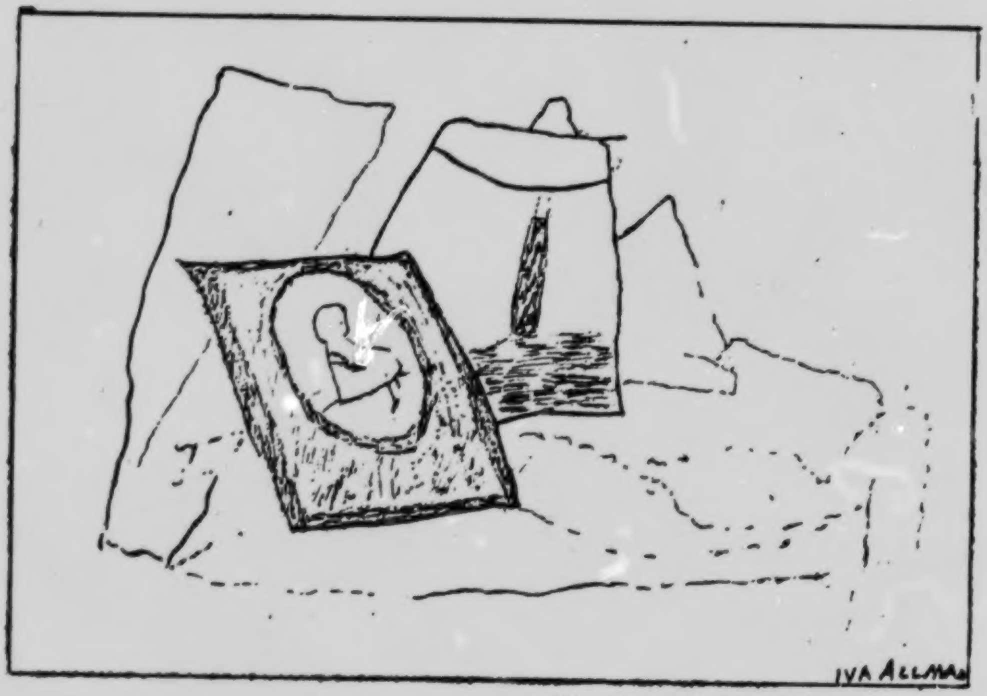
NOTES:

KENNETH OKUN (continued from p.51)

INSTRUCTIONAL IMPLICATIONS OF LABORATORY EXPERIMENTAL GEROPSYCHOLOGICAL RESEARCH

Instructional Variable	Implications
Transfer Effects	29. Take advantage of experience the adult learner possesses
	30. Relate new information to what adult learner already knows
	31. Develop learning sets which maximize opportunity for positive transfer effects(i.e., learning to learn effects)
Feedback Effects	32. Provide verbal feedback concerning correctness of responses after each component of task is completed
	33. Do not assume that initially poor performance on a novel, complex task is indicative of low aptitude
Climate	34. Establish a supportive climate
	35. Engage adult learner in information-oriented, collaborative evaluation
	36. Encourage adult learner to take educated guesses



IVA ALLMAN, STUDENT

"...she has selectively shaded the matted photo and part of the coffee pot giving them stronger graphic importance, while leaving the rest in simple line sketch."

WARREN KOWALKA

MAXIMUM LEARNING CLIMATE: A climate for learning is created by the merging of the physical environment with the teacher's attitudes, methods and materials along with the student's willingness and ability to respond. Below you will find a checklist which we believe indicates the components needed to create a *maximum learning environment.* Try the self-administering checklist and see if it is a useful tool for checking your performance in the classroom...

A TEACHER CHECKLIST

by CAROLYN LAVOY

Rating Scale: 0(absent); 1, low(indicates basic awareness); 2; 3, moderate(indicates professional understanding); 4; 5, high(indicates practical application).

I. Physical Environment
  A. Set-Up
    1. Is the furniture arranged to facilitate two-way communication? 0—1—2—3—4—5
    2. Can everyone see you? 0—1—2—3—4—5
    3. Can everyone hear what is being said? 0—1—2—3—4—5
    4. Are the chairs in the room comfortable? 0—1—2—3—4—5
  B. Size
    1. Is the room the right size for the needs of the class? 0—1—2—3—4—5
    2. Is there enough room for the wheelchairs to fit comfortably in place? 0—1—2—3—4—5
    3. Is there room for you to get around to everyone? 0—1—2—3—4—5
  C. Audio-Visual Capabilities
    1. Can you darken the room for use of A-V equipment? 0—1—2—3—4—5
    2. Are there enough electrical outlets in the room accessible to your needs? 0—1—2—3—4—5
    3. Is the sound reproduction clear? 0—1—2—3—4—5
  D. Background Noise
    1. When you shut your classroom door can you eliminate the noise coming from other rooms and the halls? 0—1—2—3—4—5
    2. Can the PA system be turned off or down in the classroom? 0—1—2—3—4—5
  E. Traffic
    1. Is the classroom free of traffic distractions? 0—1—2—3—4—5
    2. Is the walk-through traffic necessary? 0—1—2—3—4—5

(continued on p.54)

CAROLYN LAVOY (continued from p.53)

A TEACHER CHECKLIST

3. Is the staff respectful of the class as it is meeting? 0—1—2—3—4—5

F. Temperature and Room Conditions

1. Are you comfortable? 0—1—2—3—4—5
2. Are the students comfortable? 0—1—2—3—4—5
3. Is there enough light in the room, both natural and artificial? 0—1—2—3—4—5

II. Psychological Environment

A. Mutual Trust and Respect

1. Do you use student's names when you call on them and when you answer? 0—1—2—3—4—5
2. Do you call the students by their first name? 0—1—2—3—4—5
3. Do you listen carefully to their contribution and care about what they are saying? 0—1—2—3—4—5
4. Do you make their contribution sound important? 0—1—2—3—4—5
5. Do you use the student as a resource? 0—1—2—3—4—5

B. Presence of Activity

1. Is there active participation in the classroom? 0—1—2—3—4—5
2. Is more than one teaching technique used at a time to create a "live" class? 0—1—2—3—4—5
3. Is your voice enthusiastic and interesting? 0—1—2—3—4—5

C. Supportiveness

1. Are you creating a safe environment for chance taking through positive responses to the students? 0—1—2—3—4—5
2. Are you helping to make the students feel secure? 0—1—2—3—4—5
3. Are you not making judgements about their responses? 0—1—2—3—4—5
4. Are you recapping their responses making what they say important and meaningful? 0—1—2—3—4—5
5. Are you trying to include everyone in some manner? 0—1—2—3—4—5

(continued on p.55)

CAROLYN LAVOY (continued from p.54)

A TEACHER CHECKLIST

D. Collaborative Effort

1. Do you encourage student interaction? 0—1—2—3—4—5
2. Do you give self-checking quizzes? 0—1—2—3—4—5
3. Do you structure your discussion to strengthen the student's self-image? 0—1—2—3—4—5

III. Teacher Technique: Using a Variety of Methods

A. Is lecture the only way you get new knowledge to the students? 0—1—2—3—4—5

B. Do you use discussion to get active participation going? 0—1—2—3—4—5

C. Are worksheets and written material used as means of reinforcement? 0—1—2—3—4—5

D. Do you make the tests and quizzes non-threatening to the students? 0—1—2—3—4—5

E. Can you use a variety of activities simultaneously? 0—1—2—3—4—5

F. Do you use small groups for better communication? 0—1—2—3—4—5

G. Is individualized learning a tool you use? 0—1—2—3—4—5

H. Do you use A-V equipment(films, recordings, filmstrips, slides, etc.) to present new material? 0—1—2—3—4—5

I. Are you comfortable sharing your own experiences with the class? 0—1—2—3—4—5

J. Is contract learning ever used? 0—1—2—3—4—5

K. Is programmed learning ever used? 0—1—2—3—4—5

L. Is listening to the students as important to you as what you have to teach? 0—1—2—3—4—5

M. Are you comfortable when you have physical contact with the students? 0—1—2—3—4—5

N. Do you touch the students? 0—1—2—3—4—5

O. Is the volume and speed of your voice effective for your presentation? 0—1—2—3—4—5

P. Can you deal with surprises in the classroom--are you flexible? 0—1—2—3—4—5

NOTES:

APPROPRIATE METHODS: What to remember, what to forget...

BILL McDERMOTT, TEACHER:

"...remember when we were in school..."

There exists a technique in education which is used and accepted almost universally; however, the appropriateness of this technique, when working with older adults, lessons and therefore its use must be questioned.

The technique that I refer to involves the memory we all carry with us, in our consciousness, of what school was like for *us* and the subsequent use of this memory, as teachers, to guide our performance.

The appropriateness of this technique falters because school for the older student is *not like it was* for us.

JUDI SCHNEIDER:

One concern we need to pay attention to is that in our college method courses we are prepared to enter a classroom, to act in a certain way, and to motivate our students. This does not always work with adults, especially those in a nursing home. The teacher has to be aware that four out of the class of fifteen are somewhat deaf. This fact requires different approaches. Everything you are saying has to also be written down so the student can read the instructions as you are giving them. You may have another student whose reading ability is failing. And so, as a facilitator roaming about the room, the teacher may need to individualize her/his instruction to almost every student. With this process of education the student becomes as important as the product.

SUE RIPPS:

...the same basic exercises and activities as the previous week. My main objective for this class was a *sorting out of students*. Noting which ones are leaders, followers, complainers, etc. I tried to learn how best to approach the class as a whole, to make the class as a whole a success. I try to discover, now that I'm writing this, what I mean by a *success*--progress of student, etc.? How can I measure that?

NOTES:

SMALL GROUPS: The process of people learning together in a group can sometimes be enhanced by breaking the larger group into smaller units. This arrangement allows and encourages closer personal interaction among the students without reliance upon the teacher's facilitation.

RECOMMENDATION

TOM HICKEY:

I would suggest that efforts be made to divide students into small groups as you work with them in the classroom, rather than having a single presentation for the entire group. For example, if they come in with some homework they could report individually and then divide into small groups for working on a similar task with a different application so that they learn the general objective that you are trying to get across. This would enable the instructors to move from one group to another.

AUDIO-VISUAL EQUIPMENT AND INSTRUCTION OF OLDER ADULTS: Considering the normal sensory loss, as well as other common conditions found among nursing home residents, the use of audio-video equipment is strongly encouraged.

EASY AUDIOVISUALS--AND HOW TO USE THEM*

You don't need to have expensive, complicated equipment in order to enjoy the benefits of audiovisual teaching techniques. And the benefits of "see-and-hear" ways of holding student attention are many. Research has shown that students learn faster when audiovisual materials are used, and that their retention of the facts may increase as much as twenty percent. Students who dislike reading or tend to have a short attention span are more likely to become involved and interested when you use even such simple AV devices as charts, slides, maps, flannel boards, pictures, diagrams, cameras, tape cassettes. This is even more likely to happen if you let them become part of the teaching/learning activity--let them help prepare the materials, track down pictures, maps, charts, clippings, operate the equipment.

It is exciting to contemplate using computer-assisted instruction and videotape equipment--but chances are your school does not own these sophisticated devices. The question to ask yourself is: Am I making the best use of the

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NOTES:

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*Techniques For Teachers of Adults. Vol.XXI(2), Dec.1980,NAPCAE

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EASY AUDIOVISUALS--AND HOW TO USE THEM

audiovisual equipment my school has, or do I make enough use of my own visual aids?

OVERHEAD PROJECTORS:
EASY, VERSATILE, ADAPTABLE

If you don't make frequent use of your school's overhead projectors, you are depriving your adult students of a highly creative teaching tool. It is probably the most versatile and easy-to-use of all technical teaching equipment. Here are some reasons why:

> It is easy to operate so that your students can run it, and so become involved. You simply plug it in, push a button, and it's running.
>
> You and your students can make your own transparencies by a process involving an office photo-copy machine. You just run a sheet of transparency paper and the material to be reproduced through the machine. You can also make transparencies on your school's standard spirit duplicator. Prepare duplimaster in the usual way, run it with a matte acetate sheet through the duplicator, and spray with a clear plastic to set the ink.
>
> Even simpler--you can make transparencies on the projector as you talk, just place a sheet of clear acetate on the projector's stage, and write on it with a grease pencil.
>
> It can keep your teaching materials up-to-date by using pictures and text in books, magazines, newspapers, handbooks and folders. Textbooks and even workbooks tend to become outdated in this rapidly changing world. But you can expose the entire class to the latest printed information via the overhead projector and your up-to-the-minute transparencies.

Overhead projectors can be used to make adult testing more palatable. It is a complete switch from the written tests they dread.

SOME TESTING TRICKS--
VIA OVERHEAD PROJECTOR

1. Shorthand teachers use transparencies for testing by listing symbols in one column, meanings in another. Either column can be covered up while the students take the test. By uncovering the hidden list, the answers are immediately available.

2. ABE teachers project pictures of simple, everyday objects and have their students write down the name of each object.

3. Geography teachers can project a simple outline of a map, then point to various areas and ask students to write down the name of the river, mountain range or city in that area.

4. Quick, informal tests or quizzes can be projected for written or oral questions in any subject. Correct answers can then be projected. This enables the student to check their answers immediately, and know right away whether they were correct. The time-consuming task of writing answers one-by-one on the board is thus eliminated.

NOTES:

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RECOMMENDATION

PAT MONTGOMERY:

I would suggest the use of outside resource people who may prove eager to share their area of interest with the students if asked--local school teachers, judges, postmen and women, pharmacists, entrepreneurs, philanthropists, librarians, guitarists, craftsmen and women--whomever! This would undoubtedly provide an educational opportunity both ways to assure community understanding of senior citizen's situations and free exchange of ideas with those currently minding the store, so to speak. Many people feel honored when requested to appear and share with a class.

SUE RIPPS:

The students let you know what they like and what they don't like and if the majority decide that they don't like the method I am using to get across a particular point, I as a teacher had better find a more agreeable method of delivery.

Intelligence, and reflection, and judgement, reside in old men, and if there had been none of them, no states could exist at all.

CICERO

I will never be an old man. To me, old age is always fifteen years older than I.

BERNARD BARUCH

NOTES:

MARIE HEAD, STUDENT

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EDUCATIONAL OBJECTIVES: The method of using educational objectives to guide the process of education is appropriate *if* the objectives are written by the person or persons who will be affected by their application...

CARL ROGERS:
(continued from "Beyond the Watershed")

I was fascinated by the way in which one man facing this problem dealt with the college requirement that he write "behavioral objectives" for his students, a task that he found philosophically abhorrent. Instead of complying, he wrote "A Set of Behavioral Objectives By and for Dave Morris"(in other words, for himself). Very briefly, they were (he spelled them out much more fully):

1. "I have to give the learners access to me as a person...

2. "I have to be as ready as I can to suggest(all kinds of)experiences that they might not otherwise have thought of, thereby increasing the options open to them...

3. "I have to respect each learner's autonomy and freedom...

4. "I have to(try to)...have the courage to give each learner honest feedback as straight as possible."

Dave Morris still has his position, even though he did not write out behavioral objectives for his students.

MARGE VANAUKER:

EDUCATIONAL OBJECTIVES for
"LIFE REVIEW, CREATIVE WRITING":

We are trying a new method in creative writing this year. In the past the word *writing* has scared some students away. This year we are calling it Life Review. The student is thus put in a situation of reminiscence. I am the writer, they tell me and I write. The students are responding very well, I use a great deal of A-V presentation in my class. The more seeing, feeling, touching, smelling, I can provide the more life review triggered. I share their work with other classes that I teach. My working objectives are:

1. Let's view our world more creatively using the senses.

2. Let's develop a means of expressing observations either vocally or on paper.

3. Let's realize that what we have experienced in life is worth sharing.

4. Let's instill confidence in expressing ourselves.

5. Let's keep the mind stimulated and productive.

6. Let's provide a sense of accomplishment with publication of LE JOURNAL.

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NOTES:

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MARGE VANAUKER: (continued from p.60)

7. Let's provide an opportunity to work together--collaborate--with fellow students on common goals.

8. Let's be able to relate ideas and thoughts in a logical sequence.

9. Let's provide an enjoyable means of self-expression that will allow each of us to anticipate and participate on a weekly basis.

RECOMMENDATION

PAT MONTGOMERY:

The latitude granted to teachers in the area of methods assures that these will vary from instructor to instructor and fit the student/teacher as individually as possible. A perusal of the methods now employed suggests that the imagination of the teacher is and needs to be the sole limiting criterion for which method is employed. It appears that teachers are encouraged to utilize a wide variety of methods. It is encouraging to note that personal contact and humane interaction between students and staff members is valued above the more traditional approaches of "psychological distance" between student and staff, adherence to a prescribed course of studies replete with textbooks and standardized(perish the thought)"one-size-fits-all" lesson plan approach.

MABEL HERSHEY, STUDENT

BEYOND THE CLASSROOM: Learning does not end when class dismisses. There are many opportunities in a nursing home resident's daily life for self-directed learning. We have begun to encourage the use of these opportunities for independent learning...

TOM SCHOW:

My major goal for my music classes in the nursing homes is not to get across the musical language, but rather to train the students to appreciate music, so they understand more of what they hear when they listen to music. But the span between weeks(classes)is too long, so what I am doing is developing a library of tapes. I am creating individual modules of particular styles of music--Rag Time, Barber Shop, early Jazz, etc. I make the tapes as if it were a radio show. I play a tune or two and then I talk about it. I play these tapes in my class. We listen to them together and then I ask questions. There are usually three or four major points I wish to make. In addition to the tapes I perform on the piano and we discuss the history of the time period and the musical style. The tapes remain with the students through the week at the home, so they may listen to them when they have time and interest. I find retention is much higher the following class meeting.

SUE RIPPS:

...I think the residents feel uncomfortable organizing activities. First of all, they have to get permission to use the room. However, in Exercise class this semester we have a plan to identify someone within the class who has the right to say, "let's get together and do exercises in half an hour...".

We plan to leave some of our regular equipment from the class at the center. We have now found a member of the class, who all seem to get along with, to be the facilitator. He plans to get the members of the class together once a week on Thursday afternoons. They will then exercise on their own with a different individual leading the group each week.

One reason that we do this is because we hear from the students that they feel "so good" after our class. They know that if they do their "homework" they will feel better. It is difficult to get these independent meetings going when we are only there once a week, so we are proceeding with patience and an understanding of the staff's duties.

NOTES:

BEYOND THE CLASSROOM...

RECOMMENDATION

TOM HICKEY:

I would recommend a greater use of non-classroom time(e.g., in activities like watching television, listening to the radio, and participating in informal discussion), in order to promote mental stimulation on a continuing basis. It would be possible, for example, to apply various learning objectives each week to some current activity in which students could participate at their own leisure. In the material you present to the state, you could indicate examples of activities which illustrate the potential of such learning experiences outside the classroom. Just as it is an important goal in the education of children to promote independent thinking and inquisitiveness on an ongoing basis, so it should be in your program. Some non-classroom time then, could be spent in working through various course objectives to the best of each student's abilities. Let me provide some examples:

--Gerontology Course: In dealing with the course objective of stereotypes and myths about aging, students could be encouraged to search T.V.programs, magazine advertising, and other media for examples of such stereotypes.

--History: Historical events could be presented through short readings and/or audio tapes, followed by a list of open-ended questions for people to work on and digest between classes.

--Music and Art History: Once again, students could listen to contemporary music on the radio or T.V. or look at art reproductions, and then respond to open-ended questions about such things as, what does the mood of the setting or tone of music do for a particular television program, for example.

--Health and Fitness: Self-studies and time diaries of what they do and eat in the course of a week are an obvious example here.

--Bible as Literature Course: Since many of them are more likely to read their Bibles than other literature, you might simply give them some themes to look for in their weekly reading.

--Literature and the Movies: Again the television is a good resource. Since telivision movies are frequently serialized, a programmed kind of instruction is possible.

--Something Different Course: Students can learn a great deal about non-verbal communication by turning-off the volume on their T.V.set and attempting to decipher what is being communicated non-verbally. If some students watched and others also listened, then some interesting discussions and comparisons could be made of what was conveyed with and without words.

These brief examples illustrate my main concern:

The educational experience must be designed as an ongoing and continuing learning experience with less emphasis on the classroom context itself.

NOTES:

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EVALUATION: ARE THE DIVIDENDS WORTH THE INVESTMENT?

TEACHER: "How do I know if you learned anything in class?"

STUDENT: "Ask me."

EVALUATION: There are two types of evaluation; one type is *intuitive*, while the other is *statistical*--we rely on both. We use some standardized, objective measuring techniques and we use some personalized, subjective measurements. We keep looking, because our knowledge, our goals, and the actors keep changing...

LYNN WHIPPLE:

How do we evaluate our students? Because of the current institutional set-up, in an effort to be comparable to the local high school, we do give letter grades. All teachers are required to give a letter grade to each student. The grades we give are "A", "B", "C" and "no credit". We do not give failing grades.

There are three main areas that the teachers consider when making their evaluations. The first area is attendance. The student is in this class because they chose to be there. They chose to come to that class every week because they want to be there. The teacher considers attendance essential to evaluation. Second, participation is considered in the evaluation. When students actively participate they are learning. There are several ways we define participation: some teachers use *discussion*, some teachers use class *activity* as a measure of participation. Are they doing the projects? Are they doing the work sheets? Some teachers use *outside work*. The students are encouraged to bring in relevant materials, from the newspaper, magazines, T.V., etc. Some teachers use *performance* to assess participation. Has the student attained a certain skill level? Have they shown improvement in flexibility or strength?

The third characteristic a teacher looks for is attitude or interest. Is the individual motivated? Are they involved? Do they regard the class as serious activity?

In addition, other specific methods of evaluation are used within our program. In some classes, students are required to keep notebooks of class material and related information. Some teachers grade these notebooks and expect the student to keep an accurate notebook.

Testing is another method of evaluation. The first year we said no teacher was to do any testing. We saw testing as too frightening. In our opinion these students were not ready for that. Through the following years and more so this year, we have seen more teachers return to

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Perhaps the best is always cumulative.

WALT WHITMAN

NOTES:

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LYNN WHIPPLE: (continued from p.64)

using testing. I refer to written tests, short quizzes, self-correcting worksheets. We also do oral testing. Some teachers are comparing performance to educational objectives, written for that class. Has the student fulfilled the class objectives? The student is graded according to their ability to accomplish the objective. Some teachers are having conferences which include themselves, the student and a significant other. Each teacher designs their own percentage scale. Some may use attendance for 50%, participation for 30% and attitude for 20%. Again, each teacher is free to decide.

In our art classes some teachers grade according to the finished product, not necessarily quality or quantity, but rather, upon completion.

Some teachers grade by testing and some grade according to the student's ability to work independently. A student may get a "C" if they do the required work, a "B" if they exhibit a special interest, and an "A" if they have developed a personal style, or have produced a good portfolio.

Some teachers use a point system, attributing various quantities of points for particular efforts; such as: one point for attending each class, two points for each completed work sheet, five points for a one-page autobiography due by semester's end. So, in the end, an "A" was 27-34 points, a "B" was 20-26 points and a "C" was 15-19 points.

RECOMMENDATION

TOM HICKEY:

One of the most important issues in evaluation which must be incorporated in your program relates to the patient's anxiety about being assessed. It is very clear from the literature that competitive performance for many older people is very threatening. In addition, the increased arousal level and possibly the high anxiety that are generated, work against their performance and interfere with various learning and memory processes. So your attempts to evaluate their performance could easily counter the learning efforts themselves. Establishing an overall goal serves as a motivating force in itself; evaluation of progress towards that goal needs to be highly individualized and conducted in a way that does not appear to judge or threaten their efforts. This is a difficult task indeed.

NOTES:

MARGE VANAUKER:

POSSIBLE "PROGRESS" ITEMS:

1. Retention improves.
2. Doesn't dominate but is learning to take turns.
3. Listening improves.
4. Has increased attention span.
5. Can follow directions better.
6. Has become more confident.
7. Does not hesitate to participate.
8. Appears more relaxed in the classroom atmosphere.
9. Volunteers ideas, suggestions, answers and relates past experiences.
10. Shows enthusiasm toward this and other classes.
11. Has developed interests in the outside world, environment, peers, teachers, etc.
12. Has improved tolerance for others' ideas which are different from hers/his.
13. Has improved in presenting ideas in a more orderly, logical sequence.

RECOMMENDATION

PAT MONTGOMERY:

...if not grading, what then? Well, for openers, let me share some findings my experience has taught me. The people best qualified to determine whether they are actually learning(progressing, catching on to something, achieving, getting new facts, putting forth their best effort, etc.)are the learners themselves. And they usually are more than eager to say just exactly what they're doing *viv a vis* subject matter and the teaching/learning situation if they're invited to do so. That's where teacher observation and teacher/learner conferences come in:

Teacher/Learner Conferences

Depending upon the length of the course, one, two or even three short conference times can be established. The first must come almost immediately after the start of the course to set the expectations of teacher and learner. Together they set the goals(What do *you* want to get out of this course? How will you know if you're getting it? etc.) This takes only a few minutes per student and can even be done with more than one at a time--even with the whole group, provided all can write down their responses. The later and/or final conference

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NOTES:

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PAT MONTGOMERY: (continued from p.66)

can be used to have the student rate him/herself(on a scale of 0-10)on how well s/he accomplished his/her goals. The teacher can also rate the student, discussing each one's rating thoroughly. Again, this does not need to span any large amount of time.

Then, there's a more formalized method of doing this, namely, by using a "contract":

Teacher/Learner Contract

William Glasser in Schools Without Failure presents several workable, individualized contracts. It boils down to the teacher listing goals s/he hopes the student will achieve during the course and the students also listing goals s/he wishes to achieve. The lists are merged and then become a guide to refer to once or twice to determine what's really happening in the course and how successful each has been.

Then, there's that supplement to *teacher observation*(in and of itself a very viable evaluation device, dear teachers!), the teacher-given test. All those pop quizzes, verbal and written, that can be used as part of any system of evaluation. Not standardized tests--heaven forbid!!

In all this teacher/learner involvement in evaluation, both will be evaluated; teacher will promise to do such and so--student will promise to do so and such. It's a two-way street. It ties even more firmly the bond of trust and respect between these two principals striving together toward the same ends--the acquisition of knowledge, sharing, experiencing, living. The adversarial role of teacher vs. student has no place here(it accomplishes mainly hostility and distrust anyhow!). Use of "carrots", "sticks", and all manner of threats, punishments, and other external devices which underlay the grading approach are unnecessary in this pioneering work with seniors.

RECOMMENDATION

TOM HICKEY:

You might divide a course into blocks of time, assigning learning objectives to each block of time. Then you could measure the degree of accomplishment against those objectives during a prescribed period. This suggestion also obviously applies to the participation criterion: some people find classroom participation more threatening than others. Again, the recommendation is to look at the extent to which they participate in the learning objective itself, whether in the classroom of through outside work.

NOTES:

STANDARDIZED TESTS: Spontaneity is essential to person-centered education. Without it we tend to rely on standardized methods of instruction and evaluation tools. This removes the *focus* from the learner and puts it, rather, on the subject matter.

JEFF MCANALL, CHANGING VALUES TEACHER:

We have considered using standardized tests to obtain objective criteria for the placement and assessment of the students. However, during analysis of several of these tests, some concerns have arisen which raise doubts to their usefulness. We would be uncertain about the validity of the test scores when applied to nursing home students since none of the tests studied use norm groups which could be considered similar to groups in a nursing home environment.

In addition, most of the tests had time limitations and required writing. Considering the various physical handicaps of many of our students, it would be extremely difficult to administer these tests while maintaining the elements of standardization without seriously distorting the test scores.

A teacher, however, might be interested in using standardized tests as an aid in instructional planning. While not designed as diagnostic instruments, less formal tests, such as ABLE, could be used in conjunction with teacher compiled data to assist in identifying individual student learning strengths and weaknesses.

Caution should be used when using standardized tests for evaluation of student progress. We have been unable to find a standardized test that fits our curriculum, and changing our curriculum to fit existing standardized tests would require us to deviate from those objectives we feel are necessary for person-centered education. At this time other methods of evaluation seem more appropriate than standardized tests.

Tests that we have examined and found to be inappropriate include:

1. Gates-MacGinitie "Reading Test-Survey F",
2. Harcourt Brace Jovanovich
   a. "Metropolitan Achievement Tests (Advanced)"
   b. "Stanford Task Test of Academic Skills",
3. Houghton Mifflin "Test of Achievement and Proficiency",
4. Scott Foresman, "High School Achievement Series".

NOTES:

SCREENING STUDENTS: If we are conducting *high school* classes in the nursing and convalescent homes, can we expect all of the residents, who wish to enroll, to be *able* to perform at a "high school level" of learning? This year we began to answer this not-so-simple question. Obviously, there are some residents who are able, others who are not, and then there are others who are willing but may not be able. We are collecting data this year to see if we *can* determine who is able and who is not. We are using five tools to collect our data; they are:

1. Student Profile Form I,
2. Student Profile Form II,
3. San Diego Quick Assessment Test,
4. Individualized Learning Plan,
5. Semantic Differential Form A.

These tools will be presented on the following pages. They are still in the testing stage and as of yet have not demonstrated that they are in fact able to predict the learning potential of a student.

This year as we worked on trying to answer the question of who was able to be a student we may have had the following conversation any number of times...

Q. "What does a person have to be able to do to be a high school student?

A. Read.

Q. What if the person can read but cannot see?

A. We can compensate for that.

Q. What else does a person have to be able to do?

A. Converse.

Q. What if the person can talk quite intelligently, but half of their mouth is paralyzed?

A. We can compensate for that.

Q. What else?

A. Hear.

Q. What if they are recently deaf?

A. We can compensate for that.

Q. What else?

A. Respond.

Q. What if...?"

NOTES:

STUDENT PROFILE FORM I: This form is first used at Registration which is usually held at each home in late August. Once class begins, the form is completed again by the teacher by the fourth friday in September, and once again at the end of the semester in January.

Student Profile Form I

Student's Name: ____________________________

As a high school teacher, sitting and talking with a potential high school student, how do you view the person you are now talking with? Consider a mark of 5 to be *normal*, as it would exist in a normal high school student. To indicate a condition that is less than *normal*, mark the spot that best places the ability level compared to a normal high school student. Does s/he:

	M*	U†	1	2	3	4	5
1. Seem to have normal muscular control over the body?							
2. Seem to have normal orientation to day, time, place?							
3. Seem to have normal attention span?							
4. Seem to have normal eye-hand coordination?							
5. Seem to have normal speech?							
6. Seem to have normal hearing? (corrective device: yes no)							
7. Seem to have normal sight? (corrective device: yes no)							
8. Seem to have normal writing ability?							
9. Seem to proceed logically with the flow of the conversation?							
10. Seem to behave in a way that would allow normal class procedure?							

*see medical history, Student Profile Form II.

†undeterminable at this time.

NOTES:

STUDENT PROFILE FORM II: This form is designed to collect the medical history and the current health status of the student. The health profile may be difficult to build because most nursing homes consider this sort of data to be *privileged information* and are reluctant to provide it to a non-health care professional. Nevertheless, there are health conditions which a teacher should be aware of *prior to the beginning of the semester* if they are to provide quality education.

Student Profile Form II

Student's Name:__________________________Date:_____Completed by:________________
Date of entry to the home:___________.

Medical History and Health Status

Chronic Conditions	Describe Loss of Function	Prognosis
1. 2. 3. 4.		
Diagnosed Disorder	**Describe Loss of Function**	**Prognosis**
1. 2. 3. 4.		
Drug Therapy	**Describe Loss of Function**	**Prognosis**
1. 2. 3. 4.		

NOTES:

SAN DIEGO QUICK ASSESSMENT TEST : We use the SDQAT as our standardized measurement tool because it is appropriate for use with our students: it is short, adaptable to failing eyesight, and administered one on one. Each list of words should be typed or printed(in appropriate size)on an index card so that the reader does not ever see more than ten words at a time. Instruct the student to read aloud each word. When the student makes three mistakes on one card, stop, or you can proceed to the next card, ask the student to read it and check that this card too will elicit at least three errors. The reading level is designated to be the last card read prior to the three mistakes. A high school reading level is considered to be 5 or 6. We administer this test at Registration and again at semester end.

PP	Primer	1	2	3	4
see	you	road	our	city	decided
play	come	live	please	middle	served
me	not	thank	myself	moment	amazed
at	with	when	town	frightened	silent
run	jump	bigger	early	exclaimed	wrecked
go	help	how	send	several	improved
and	is	always	wide	lonely	certainly
look	work	night	believe	drew	entered
can	are	spring	quietly	since	realized
here	this	today	carefully	straight	interrupted

5	6	7	8	9
scanty	bridge	amber	capacious	conscientious
business	commercial	dominion	limitation	isolation
develop	abolish	sundry	pretext	molecule
considered	trucker	capillary	intrigue	ritual
discussed	apparatus	impetuous	delusion	momentous
behaved	elementary	blight	immaculate	vulnerable
splendid	comment	wrest	ascent	kinship
acquainted	necessity	enumerate	acrid	conservatism
escaped	gallery	daunted	binocular	jaunty
grim	relativity	condescended	embankment	inventive

10

zany
jerkin
nausea
gratuitous
linear
inept
legality
aspen
amnesty
barometer

11

galore
rotunda
capitalism
prevaricate
visible
exonerate
superannuate
luxuriate
piebald
crunch

NOTES:

INDIVIDUALIZED LEARNING PLAN: To insure an appropriate approach to evaluation we encourage the development of an Individualized Learning Plan for each nursing home student. Each ILP has three sections: first, a set of educational objectives, established by the teacher and the students, to work toward as class progresses: second, special strategy to be used to assist this particular student in accomplishing the objectives is developed and updated as needed; and third, a monthly or weekly record of progress of the student as measured against the objectives is kept. This year we have found that our ILPs are more teacher journals than assessments of student progress. This is certainly a valuable record but we are currently revising our suggested format so that it includes a plotting, on a graph, of a student's progress throughout the semester. Below are some entries from this past semster's ILPs.

EXCERPTS FROM TEACHER'S INDIVIDUALIZED LEARNING PLANS

9/16: I had been warned about L.--that she was a talker, that she could possibly dominate the class. So far she's been contained and has contributed very interesting material.

9/23: L. is fitting well into the class routine. She's a very well-traveled, worldly lady.

10/21: L. is willing in her participation. She enjoys this class. We get along well. However, she brings out the worst in a few of her peers, most likely due to envy about her interpretations of the lesson.

11/4: L.'s mind is clear and alert. She also is aware of her occasional "over-vocalizing". She makes a conscientious effort to control herself and if other class members are rude to her, she'll not create a fuss, but will ignore it. She claims she can't see nor hear unless she is close to the teacher--however, occasionally she forgets and sits at the far end of the table and still follows the flow of the discussion well. Her hearing and vision loss are not really a problem for me.

11/11: M. was delighted to return to class today after her absence.

11/26: M. was quiet today except for voting. She surprised me by casting her vote for "the ocean", a very abstract topic. I thought she showed a creative stance on her part, she surprises me over and over.

12/2: M. was very prepared for class today. She's dependable and has a very creative streak that becomes more and more apparent every week. M. has grown, week after week, in this class. I feel all she needs is to be encouraged and she'll take off and fly.

NOTES:

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SEMANTIC DIFFERENTIAL FORM A: Dr. Steve Jurs of the University of Toledo, School of Education suggested that we might try using a semantic differential in our evaluation process. The list of six continuums is designed to address six essentials of education as summarized by:

1. H.Y.McClusky's Theory of Margin,
2. A.Maslow's Self Actualization,
3. E.Erikson's Ego-Integrity,
4. P.Freire's Critical Consciousness,
5. R.Havighurst's Socialization,
6. C.Rogers' Self-Growth.

The student completes a form for each class they finish and a teacher also comletes a form for each student, recording, in their opinion, what the student's feelings were toward the class. We then can correlate the two scores to determine, for one thing, whether the perception of the teacher is accurate.

Student's Name:____________________________ Class:________________ Date:___________

Place a mark on the line that best desribes your reaction to this class.

I have found this class to be:

1. EMPOWERING ____:____:____:____:____:____:____DRAINING
2. FULFILLING ____:____:____:____:____:____:____DISAPPOINTING
3. UNDERSTANDABLE____:____:____:____:____:____:____CONFUSING
4. USEFUL ____:____:____:____:____:____:____USELESS
5. FRIENDLY ____:____:____:____:____:____:____LONELY
6. NEW ____:____:____:____:____:____:____OLD

Teacher's Name:_____________________ Student's Name:____________________________
Class:_____________________ DATE:___________

Place a mark on the line that best describes, in your professional opinion, your student's reaction to this class:

1. EMPOWERING ____:____:____:____:____:____:____DRAINING
2. FULFILLING ____:____:____:____:____:____:____DISAPPOINTING
3. UNDERSTANDABLE____:____:____:____:____:____:____CONFUSING
4. USEFUL ____:____:____:____:____:____:____USELESS
5. FRIENDLY ____:____:____:____:____:____:____LONELY
6. NEW ____:____:____:____:____:____:____OLD

NOTES:

PART V CONCLUSION: KEEP SHOPPING!

This section is called the "conclusion" only because it is the end of the first edition of this training manual. We are still too busy *answering* to be *concluding*. In fact, we are still discovering questions that need to be asked, such as...

CARL ROGERS (continued from "Beyond the Watershed.")

POLITICAL ISSUES

I wonder if we have any conception of the threat that innovative education poses for the conventional instructor or administrator. We may be repeating the lack of awareness that I know was present in me when I first advanced the principles of client-centered therapy. Why did I meet such resistance? Every counselor or therapist was surely interested in being more effective. Why was I being denounced? I realize now that the reason was not the newness of my ideas--whether valid or not. It was that if a therapist believed any part of what I was saying his/her power was threatened. I was saying that it was not the therapist who was the final authority, but the client. I was saying that the best insights were those discovered by the client during the experience of therapy. I was saying that it was not the therapist who could discern the wise choices and steps to be taken, but the client. I was saying that the significant power lay in the client, and that the therapist's task was to elicit this strength. So I was threatening the whole traditional role of the therapist as the knowing, wise and powerful figure. No wonder I was resisted.

The situation is similar in this field. I think that it is in its interpersonal politics that a humanistic, person-centered, process-oriented, experiential education is most threatening to the education world. I question whether we have a sufficient realization of this.

Let me contrast for a moment the politics of conventional education and humanistic education. In traditional schools, the power structure is clear. The administration has power over and controls the teachers. The teacher knows what should be learned, and the student is to learn it. Authoritarian rule is the accepted policy. Trust in the students is a minimum. Students are governed by fear of ridicule, by the constant fear of low grades, and by fear of failure with its dread consequences.

To be sure, lip service is given to democratic principles throughout the conventional system, but any practice of democratic choice and power is strictly prohibited, It is authoritarian through and through.

Consider now what happens if a teacher utilizes a person-centered approach in the classroom, permitting students choice, sharing responsibility, power, and control

(continued on p.76)

NOTES:

CARL ROGERS (continued from p.75)

with the students, and entering in, himself or herself, as one more learner. This facilitative individual is stating, not in words, but in behavior, that the learner is the one to make the final choices, that it is the learner who is exercising self-discipline rather than being subjected to external discipline, and that power lies with the learner. It is the task of the facilitator to help provide the psychological climate in which the learner can begin to take responsible control of his/her own education. It is the growing, learning person who is the politically powerful force in such education.

I cannot imagine a stance more threatening to the conventional educator. This process of learning, and its politics, represents a revolutionary about-face from the politics of traditional education. I am not sure that we have adequately realized what a threat we are.

I know a teacher, a fine facilitator of learning, who was selected by the students as one of the two or three best teachers in the college. She was finally dropped because she repeatedly and resolutely refused to agree that she would grade on a curve; in other words, she refused to promise in advance that she would fail a certain percentage of her students no matter what the quality of their work. This was taken as evidence that she did not believe in standards, since in the circuitous logic of the conventional school "standards" means, in practice, failing students. She was also saying in effect, "I refuse to use grades as an instrument of punishment." So she was not only undermining "standards", but she was undermining the punitive power of the faculty. It was such an uncomfortable threat that they were embarrased to do so. This is far from being an isolated incident. It shows how even one individual can threaten a whole faculty.

Humanistic education, then, is a threat to conventional institutions, and to the conventional practices of the educational profession. So I believe we should be facing such issues as:

How can we minimize the threat we constitute?

How can we make sure that there is always a place for both students and faculty who desire a traditional education? We don't want to coerce people into freedom.

How can we reach the persons who are centers of power in today's educational systems?

Can we learn the strategies of a quiet, nonviolent revolution? Because that, I believe, is what we are about.

NOTES:

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MASTER CRITERION: Our program has been greatly influenced by Howard Y. McClusky and the fine questions he has raised as an Educational Gerontologist. His work is best summed up by his choice of the "Master Criterion"...

HOWARD Y. MCCLUSKY, PROFESSOR EMERITUS; ADULT AND CONTINUING EDUCATION DEPARTMENT, U.MI:

...life at its culminating best should be the criterion for the practice and content of education at all the developmental stages leading thereto.'

CONCEPT OF MARGIN: A certain amount of *power* is required to *direct* one's life toward "its culminating best"; there must be, to a degree, a sense of control, of security, of confidence, of understanding...

HOWARD Y. McCLUSKY (from "Adventure and the Emerging Roles of the Adult Education Leader"):

...first let us look at what I like to call the concept of margin. It can be simply stated, but has extremely important implications for our argument. Margin is a fuction of the relationship of load to power. By load we mean the self and social demands required by a person or agency to maintain a minimal level of autonomy. By power we mean the resources, i.e. abilities, possessions, position, allies, etc., which a person or agency can command in coping with load. We can increase margin by reducing load or by increasing power, and we can control margin by modifying either power or load. When load continually matches, or exceeds power, and if both are fixed, i.e. out of control, or irreversible, the situation becomes highly vulnerable or flirts with breakdown. (This condition resembles some of Selyee's laboratory experiments on stress.) If, however, load and power can be controlled, and better yet, a person or agency has a margin of unutilized power, he has more autonomy, as an adult he is prepared to meet unanticipated exigencies, can respond to more options, can in fact engage in exploratory, innovative, creative, activities, can take risks, etc., i.e., do things that make him more than a self-maintaining vegetable.

Because of increasing health, more and better education, and growing economic resources, the margins of both persons and the society are growing. These margins can, and will be devoted more and more to education, which will in turn create more power. As a consequence, the domain of the educational enterprise will escalate to dimensions which we cannot yet fully foretell.

THELMA GRAY, STUDENT:

I am a student in Senior Adult Education Program and have taken classes since they were first offered. I take different classes each year and have made so many loving friends. The teachers are very good and give so much of themselves.

The exchange of ideas and the open mindedness of all helps me live more easily in these times. The variety of subjects have made my mind work and although I have graduated in 1933 I am learning each day. I even took swimming.

The field trips are also an education. The program to me has been of great benefit.

TOMORROW: We will still be shopping tomorrow; looking for the "correct" policy, the "right" program--the process of change *is* continual. We will be looking for *quality* education. We will be asking new questions...

LOUISE KINNEY, STUDENT:

The question--how can the cost of adult education be justified?

The answer--why not visit the centers, nursing homes, etc., where such programs are located.

An overview of this age group may surprise you. The interest is real, the input lively and self-worth is so evident. A graduation exercise is an inspiring event, both to the on-lookers and the elderly who reached this goal.

Carl Rogers concludes his "Beyond the Watershed" article, and he too, is still asking questions...

CARL ROGERS:

THE EXPLORATION OF INNER SPACE?

Up to this point I have, whether right or wrong, felt quite secure in what I have been saying. Now it is with some trepidation that I wish to express a second hope, not very clearly formulated in my mind and indefinite in its outline.

I believe that the next great frontier of learning, the area in which we will be exploring exciting new possibilities, is a region scarcely mentioned by hard-headed researchers. It is the area of the intuitive, the psychic, the vast inner space that looms before us. I hope that innovative education moves forward the learnings in this primarily noncognitive realm, the area that currently seems illogical and irrational.

There is a growing body of evidence, which is hard to ignore, that shows capacities and potentials within the psyche that seem almost limitless and that fall almost entirely outside the field of science as we have known it. It would seem obvious, for example, that an individual floating weightless in a tank of warm water, with almost zero input of stimulation from sight, sound, touch, taste, or smell, would be experiencing nothing. But what is the fact? Such an individual is bombarded by rich visual imagery, hallucinations, imagined sounds, all kinds of bizarre and often frightening experiences coming from unknown sources of inner stimulation. What is the meaning of this? It appears that our inner world is continually up to something we know nothing about, unless we shut off the outer stimuli.

I will not press my point further. I would only say that this whole intuitive and psychic world is being opened to thoughtful, serious investigation. There is ample reason to think that the inner experiences of individuals constitute as vast and mysterious an area for exploration as the incredible galaxies and "black holes" of outer space. I am simply expressing the hope that innovative educators and learners may have the courage, the creativity, and the skill to enter and learn this world of inner space.

NOTES:

A SELECTED INDEX OF:
Books,
Manuals,
Periodicals,
Organizations,
Laws,
Legislative Committees

This index is recommended as a basic guide to the current issues we are facing today as we work toward our development as educators.

A SELECTED BIBLIOGRAPHY OF FUNDAMENTAL READINGS

Academy for Educational Development. *Never Too Old to Learn.* New York: Academy for Educational Development, 1974.

Much of what is occurring today in educational programming for older adults can find its roots in this straightforward book. It is a good introduction to the basic elements involved when elders and education meet.

Achenbaum, W.Andrew, and Peggy Ann Kusnerz. *Images of Old Age in America: 1790 to the Present.* Ann Arbor, MI: Institute of Gerontology, 1978.

This is a very educational book appropriate for a variety of uses and audiences. It relies heavily upon images, not words, taken from historical periods and different cultures, to get its message across.

Andrews, Frank M., and Stephen B.Withey. *Social Indicators of Well-Being: Americans Perceptions of Life Quality.* New York: Plenum, 1976.

The information presented herein is useful in helping identify the characteristics of well-being.

Binstock, Robert H., and Ethel Shanas, eds. *Aging and the Social Sciences, Handbook of Aging Series, Vol.III,* James E.Birren, editor-in-chief. New York: Van Nostrand Reinhold, 1977.

The most comprehensive collection of scientific findings regarding the aged and their relation to society available to date.

Birren, James E., and K.Warner Schaie, eds. *Handbook of the Psychology of Aging, Handbook of Aging Series, Vol.II,* James E. Birren, editor-in-chief. New York:Van Nostrand Reinhold, 1977.

The most comprehensive collection of scientific findings regarding the aged and their psychology available to date.

Botkin, James W., and Mahdi Elmandjra, Mircea Malitza. *No Limits to Learning: Bridging the Human Gap.* New York: Pergamon Press, 1979.

A very important book! This is a report to the Club of Rome regarding the role that lifelong learning can and should play in the future development of the earth.

Selected Bibliography(continued from p.80.)

Brim, Orville G., and Stanton Wheeler. *Socialization After Childhood: Two Essays*. New York: John Wiley and Sons, 1966.

Good, supportive evidence that humans need positive opportunities throughout their life-cycle to direct their development.

Brown, George Issac, ed. *The Live Classroom: Innovation Through Confluent Education and Gestalt*. New York: Viking, 1975.

A collection of essays which are specifically written to demonstrate how any teacher, if they want to, can enhance their classroom, regardless of the school or subject area.

Busse, Ewald W., M.D.; and Dan G.Blazer, M.D., eds. *Handbook of Geriatric Psychiatry*. New York: Van Nostrand Reinhold, 1980.

The most comprehensive collection of scientific findings regarding the aged and geriatric psychiatry available to date.

Butler, Robert N. *Why Survive? Being Old in America*. New York: Harper and Row, 1975.

An excellent book for all ages; it is very serious and informative yet not dry or boring. A highly recommended primer for professionals working with the aged.

Comfort, Alex. *A Good Age*. New York: Crown, 1976.

Written as an "encyclopedia of aging", this book can be very useful as a reference for teachers and learners. A very positive and uplifting work.

Finch, Caleb E., and Leonard Hayfleck, eds. *Handbook of the Biology of Aging, Handbook of Aging Series, Vol.I*, James E.Birren, editor-in-chief. New York: Van Nostrand Reinhold, 1977.

The most comprehensive collection of scientific findings regarding the aged and their biology available to date.

Erikson, Erik. *Adulthood*. New York: W.W.Horton, 1978.

An important collection of essays, edited by Erikson, which push for a clearer understanding of the complexity of the life stage called adulthood. "...adults are viewed in too undifferentiated manner..."

-----. *Childhood and Society*. New York: W.W.Horton, 1950.

An amazingly influential book--most of the work today in developmental psychology stems from Erikson's thinking. The "Eight Stages of Man" are contained herein.

Selected Bibliography(continued from p.81.)

Faure, Edgar, ed. *Learning to Be: The World of Education Today and Tomorrow.* Paris: UNESCO, 1972.

The most comprehensive, gobal study of what lifelong learning can mean to the future development of the earth. It is visionary yet very pragmatic.

Freire, Paulo. *Education for Critical Consciousness.* New York: Seabury, 1973.

Freire believes that education is always political. It is either oppressively so or liberating in nature and in order for it to be liberating, it must be designed and directed by the learner.

Friedman, Jeannette K. *A Manual for the Beginning Practitioner in the Field of Aging.* Teaneck NJ: Fairleigh Dickinson University, Center for Social Work and Applied Research.

The manual is aimed at those who are entering the field of gerontology. It discusses work skills and techniques, especially in terms of social work. Emphasis is on practice but the selected readings included offer a good guide for future readings.

Gross, Ronald, and Paul Osterman, eds. *High School.* New York: Simon and Schuster, 1971.

A collection of critical essays exposing the American high school as an environment designed to encourage failure.

-----. *The Lifelong Learner.* New York: Simon and Schuster, 1977.

An excellent introduction to self-directed learning. Gross tells us that the world is a classroom and we are learners for life.

-----, and Beatrice Gross, Sylvia Seidman, eds. *The New Old: Struggling for Decent Aging.* Garden City, NY: Anchor, 1978.

A very readable, comprehensive introduction to aging in the eighties. Gross presents a book designed to inform, enlighten and liberate.

Havighurst, Robert J. *Developmental Tasks and Education.* New York: David McKay Company, 1950.

Thirty years ago Havighurst linked developmental tasks and education. Presented here is an argument for life-stage related curriculum.

Hendrickson, Andrew, ed. *A Manual on Planning Educational Programs for Older Adults.* Tallahassee, FL: Department of Adult Education, Florida University, 1973.

A solid collection of essays, with very specific recommendations, about educational programming for older adults.

Selected Bibliography(continued from p.82.)

Kidd, J.R. *How Adults Learn.* New York: Association Press, 1973.

Although this book refers to general adult education, it does give specific advice on how to accommodate for sensory loss in learners.

Knowles, Malcom S. *The Modern Practice of Adult Education: Andragogy Versus Pedagogy.* New York: Association Press, 1970.

With this book, Knowles presents the foundation for the professionalization of adult educators. The practice of adult education is presented as a science with a set of theorems all its own.

Koch, Kenneth. *I Never Told Anybody: Teaching Poetry in a Nursing Home.* New York: Vintage Books, 1977.

Much can be learned by reading Koch's sensitive presentation of his teaching experience in a nursing home.

Kubler-Ross, Elisabeth, M.D. *On Death and Dying.* New York: Macmillan Publishing Company, 1969.

Death is a constant presence when working with older adults. Kubler-Ross has spoken with thousands of dying individuals and herein she presents her guidance.

McClusky, Howard Y. *"Education for Aging: The Scope of the Field and Perspectives for the Future"*, Chapter 16 in, *Learning for Aging*, Grabowski and Mason, eds. Washington D.C.: AEA/USA, 1974.

McClusky's clarity of expression is best exemplified in this piece. In a few pages, he presents more food for thought, insight and challenge than many educators accomplish in a whole text.

McLeish, John A.B. *The Ulyssean Adult: Creativity in the Middle and Later Years.* Toronto: McGraw-Hill-Yerson, 1976.

Creativity is the subject matter of this excellent book. It has direct application for the educator concerned with older adults in the institutional setting. Although not a manual, this work inspires creative action for the reader.

Mezirow, Jack; and Gordon G. Darkenwald, Alan B. Knox. *Last Gamble on Education: Dynamics of Adult Basic Education.* Washington D.C.: AEA/USA, 1975.

An award winning analysis of the state of the art of community based adult basic education programs in America.

Moss, F.E.; and Val J. Halamandaris. *Too Old, Too Sick, Too Bad: Nursing Homes in America.* Germantown, MD: Aspen Systems, 1977.

This is a recent expose on the evils of the nursing home industry. The book provides a vivid introduction to the problems and abuses present in the system as well as providing a guide for choosing a home.

Selected Bibliography(continued from p.83.)

Rogers, Carl. *Carl Rogers on Personal Power*. New York: Delacorte Press, 1977.

-----. *Freedom to Learn*. Columbus: C.E.Merrill, 1969.

Rogers' works provide us with an excellent foundation for person-centered education. Any educator who is unfamiliar with his work is ill prepared for the classroom.

Rosow, Irving. *Socialization to Old Age*. Berkeley: University of California Press, 1974.

Old age is a life-stage, that because of innate status changes, requires a transition with a great deal of new socialization; yet in our American life, "people are not effectively socialized to old age."

Samuels, Mike, M.D.; and Nancy Samuels. *Seeing with the Mind's Eye: The History, Techniques and Uses of Visualization*. New York: A Random House-Bookworks Book, 1975.

This is a most beautiful book, designed to provide evidence that we, as individuals, can direct our lives toward growth and development. The process of visualization is discussed at length.

Schrock, Mariam. *Holistic Assessment of the Healthy Aged*. New York: John Wiley and Sons, 1978.

This is a book which contributes to the turning of our consciousness away from sickness and toward wellness; a state of being that elders should not be denied.

Tobin, Sheldon S. *Last Home for the Aged*. San Francisco: Jossey-Bass, 1976.

Useful statistics and valuable insights are presented in this worthwhile analysis of the nursing home industry.

Spicker, Stuart F.; and Kathleen M.Woodward, David D.VanTassel, eds. *Aging and the Elderly: Humanistic Perspectives in Gerontology*. Atlantic Highlands, NJ: Humanities Press, 1978.

An important collection of writings that provide a clear understanding of humanism and its relation to gerontology.

Wigginton, Eliot, ed. *The Foxfire Books,7 Vols*. Garden City, NY: Anchor Press, 1972-1980.

Each of these volumes could serve as a sourcebook for a semester-long course. If you have ever wondered what is meant by "the elderly as a resource", read the Foxfire books.

SELECTED MANUALS AND RESOURCE GUIDES

Ganikos, Mary L., ed. *"Counseling the Aged: A Training Syllabus for Educators"*. Falls Church, VA: American Personnel and Guidance Association, 1607 New Hampshire Ave., N.W., Washington D.C. 20009, 1979.

Ganikos, Mary L., ed. *"A Handbook for Conducting Workshops on the Counseling Needs of the Elderly"*. Falls Church, VA: American Personnel and Guidance Association, 1979.

National Citizens' Coalition for Nursing Home Reform. *Second Annual Training for Vista Volunteers*. Marriotsville, MD: NCCNHR, 1424 16th St., N.W., Suite 204, Washington D.C., 1980.

National League for Nursing. *Understanding the Aging Process and the Institutionalized Elderly Person: An Instructor's Guide*. New York: National League for Nursing, 1976.

Norback, Craig. *The Older American's Handbook*. New York: Van Nostrand Co., 1977.

United Community Services of Metropolitan Detroit. *Gerontological Training of Health Care Personnel: A Resource Guide for In-Service Training and Continuing Education*. Detroit: UCSMD, 51 W. Warren, Detroit, MI 48201, 1980.

SELECTED PERIODICALS

AARP News Bulletin, 1909 K St.,N.W., Washington D.C. 20049.

This periodical reports on legislation and other federal and state activities that concern the old.

Aging Alert, Association of Area Agencies on Aging of Michigan,Legislative Educational Center, The Plaza, 111 S. Capital Ave., Lansing, MI 48902 (517)482-4871.

An excellent source of Michigan legislation and other state-wide activity.

Aging and Work, National Council on the Aging, 1828 L St., N.W., Washington D.C. 20036.

A journal addressing the social realities of the aged and the world of work.

Aging, Administration on Aging, U.S. Office of Human Development, 330 Independence Ave., S.W., Washington D.C. 20201.

This is the official publication of the National Clearinghouse on Aging. It reports new federal developments.

Educational Gerontology, Hemisphere Publishing Corporation, 1025 Vermont Ave., N.W., Washington D.C. 20005.

A professional journal publishing research in the field of educational gerontology.

Gerontologist, Gerontological Society, 1835 K St. N.W., Suite 305, Washington D.C. 20006.

A professional journal publishing research in the field of social gerontology.

Lifelong Learning: The Adult Years, AEA/USA, 810 18th St., N.W., Washington D.C.20006.

A semi-professional journal publishing research, activities, legislation, publications, etc., in the field of adult education.

Prime Times, Action, 806 Connecticut Ave., N.W., Washington D.C. 20525.

A newsprint publication reporting on innovative and insightful examples of older Americans serving as resources.

SELECTED ORGANIZATIONS

Action, 806 Connecticut Ave., N.W., Washington D.C. 20525.

The federal volunteer agency that administers the Peace Corps, VISTA, SCORE, Foster Grandparents Program, RSVP.

Administration of Aging, U.S.Office on Human Development, 300 Independence Ave., S.W., Washington D.C. 20201.

This agency is responsible for the administration of the Older Americans Act. They sponsor the National Clearinghouse on Aging, disperse funds to states for local programs, and coordinate the national network of state offices for services to the aged and the regional Area Agency on Aging.

American Association of Retired Persons, 1909 K St., N.W., Washington D.C. 20049.

An organization for persons over 55 years of age. AARP offers various insurance programs, sponsors community service programs, and in general, seeks to improve the quality of life for older people.

Adult Education Association/USA, 810 18th St., N.W., Washington D.C. 20006.

A professional organization, with local units, dedicated to the advancement of the field of adult education.

Citizens for Better Care, 960 Jefferson Ave.E. Detroit,MI 48207.

This group of activists functions as advocates for the elderly unable to protect their own human rights; primarily individuals in nursing homes. CBC is a major member in the National Citizens' Coalition for Nursing Home Reform.

ERIC/CAPS, 2108 School of Education, U.MI, Ann Arbor, MI 48109 (313)764-9492.

A source for an overwhelming amount of published and unpublished research literature on all aspects of education. Computer searches are available.

Gerontological Society, 1 Dupont Circle, Suite 520, Washington D.C. 20036.

A professional organization dedicated to promoting the scientific study of aging in the biological and social sciences.

Gray Panthers, 3700 Chestnut St., Philadelphia, PA 19104.

A group dedicated to attacking ageism and raising consciousness at the grass roots level.

Institute of Gerontology/U.MI, 520 E. Liberty, Ann Arbor, MI 48109.

Created by a state mandate over ten years ago, the IoG is an outstanding source of current research, publications, consultants, and education.

Library for the Blind and Physically Handicapped, P.O.Box 30007, 735 E.Michigan Ave., Lansing, MI 48909.

This library offers A-V equipment and recorded literature and non-fiction to blind and handicapped individuals. Professionals working with such persons are also eligible to borrow materials and equipment.

Michigan Society of Gerontology, P.O.Box 18201, Lansing, MI 48901.

A serious group of professionals and citizens dedicated to improving the lives of older Michiganders and advancing the study of aging.

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FUNDAMENTAL FEDERAL LEGISLATION

Adult Education Act, of 1966(P.L.89-750).

"To encourage and expand basic educational programs for adults..."

-----, of 1968(P.L.90-247).

-----, of 1970(P.L.91-230).

"To expand educational opportunities and encourage the establishment of programs of adult public education that will enable all adults to continue their education to at least the level of completion of secondary school."

-----, of 1972(P.L.92-318).

-----, of 1974(P.L.93-380).

"To establish community school programs..."

-----, of 1978(P.L.95-561).

"To enable all adults to acquire basic skills necessary to function in society."

Higher Education Act, of 1965(P.L.89-329).

This act directly addresses two issues:

A. Community Service and Continuing Education Programs(services to solve problems).
B. Lifelong Learning(required to keep pace).

-----, of 1980(P.L.96-374).

The amendments include:

1. *More equitable treatment of adult students in financial aid programs,*
2. *A refocused program of state and federal continuing education grants directed toward unserved adults,*
3. *New emphasis on continuing education in statewide planning activities,*
4. *Studies of adult learning,*
5. *A sharpened focus for the Educational Opportunity Center program to serve adults through community-oriented programs.**

---

*from Christoffel, Pamela H. "New Congressional Support for Adult Learning", Lifelong Learning: The Adult Years, Feb.1981.

Older Americans Act, reauthorized 1978.

Title I , Purpose: Lists ten national objectives for older people including:

1. *adequate retirement income,*
2. *best possible physical and mental health,*
3. *suitable housing,*
4. *full restoration services for those needing institutional care,*
5. *employment opportunities with no age discrimination,*
6. *retirement in health, honor, dignity,*
7. *meaningful activities--civic, cultural, recreational,*
8. *efficient coordinated community services, including low-cost transportation and a choice in supported living arrangements,*
9. *immediate benefit from proven research,*
10. *independence in managing their own lives.*

Title II, Administration on Aging: Sets up the aging network at the federal level including:

1. *the Administration on Aging in the Office of Human Development,*
2. *a fifteen member Federal Council on Aging to advise and assist the President,*
3. *a National Information and Resource Clearinghouse on Aging.*

Title III, State Units, Area Agencies, Program Funding: Sets up the aging network at state and local levels including a state unit on aging and regional area agencies (AAAs) for planning and service areas within each state. This title is the principle source of funds for state and local planning and services for older persons as follows:

Title IIIA--administration,
Title IIIB--social services,
Title IIIC--congregate and home-delivered meals.

There is also a mandate for the writing of "3-year plans" and for advocacy.

Title IV, Training: Provides funding for evaluation, training, research and demonstration projects.

Title V, Employment: Provides funds for Community Service Employment Programs administered by the Department of Labor for persons 55 and over. National contractors receive grants and hire older persons at minimum wage for 20 hours or more a week in public and private non-profit agencies.

Title VI, Indian Tribes: Provides direct funding to Indian tribal organizations for social and nutritional services.

Other Provisions:

1. *Authorizes 1981 White House Conference on Aging,*
2. *Extends ACTION's Foster Grandparents and Senior Companions programs.**

*from "Aging Alert", Jan.1,1981.

SELECTED
FEDERAL LEGISLATIVE COMMITTEES AND CHAIRPERSONS

U.S.Senate, Special Committee on Aging, Room G-225 Dirksen
Office Bldg., Washington D.C. 20510, 202-224-5364.
Honorable John Heinz, Chairperson.

Established in 1961, this committee holds hearings and studies findings that pertain to problems and opportunities of the older people and makes recommendations to other committees, advisors, etc.

U.S.House of Representatives, Select Committee on Aging,
Room 712 HOB Annex 1, 300 New Jersey Ave., S.E.,
Washington D.C. 20515, 202-225-9375.
Honorable Claude Pepper, Chairperson.

Established in 1974, this committee studies problems and opportunities for older Americans and makes recommendations based upon their findings.

SELECTED
STATE LEGISLATIVE COMMITTEES AND CHAIRPERSONS

Michigan Senate, Education Committee, 15343 Warwick,
Detroit, 48233.
Senator Jack Faxon, Chairperson.

Michigan Senate, Health and Social Service Committee,
Room 804, Billie Farnun Bldg.,P.O.Box 30036, Lansing, 48909.
Senator Ed Pierce, Chairperson.

Michigan House of Representatives, Education Committee,
7517 Kentucky, Dearborn, 48126.
Representative Lucille McCollough, Chairperson.

Michigan House of Representatives, Mental Health Committee, Room 105 Capital Bldg., Lansing, 48909.
Representative Claude Trim, Chairperson.

Michigan House of Representatives, Senior Citizens and Retirement Committee, Room 592 Roosevelt Bldg.,
Lansing, 48909.
Representative Francis Spaniola, Chairperson.

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APPENDIX CC

Workshop Follow Up Report

To: WORKSHOP PARTICIPANTS

From: 310 Grant: Insuring Quality Education In Nursing Homes

Re: Follow-up Report to April Workshop.

The enclosed material is a report of what basically took place in each of the sessions held at the April workshop. It is rather brief but, will give those not in attendance at a particular session the fundamentals of what took place. The material enclosed was copied from recorders notes, who were in attendance at each session, and also from tapes used in some sessions.

OUTLINE OF FOLLOW-UP REPORT

1. Opening Session
2. Introduction to Gerontology
3. Older Adult as Learner
4. Screening Students
5. Life Stage Related/Person-Centered Curriculum
6. Inservicing Staff and Community
7. Creating an Educational Climate in the Nursing Home
8. Humanities
9. Music/Exercise in Nursing Homes
10. Math and Science
11. Educational Gerontology
12. Effective Methods of Instruction
13. Social Science
14. Health and Physical Activities
15. Art and the Crafts

UPDATE SINCE APRIL:

At this time the 310 Grant Staff is in the process of producing a final report for this past year. Copies may be obtained from Michigan Department of Education, Adult and Extended Learning Services. In July a proposal for a grant for next year will be submitted to the state. If approved, funding will begin in October. More information will be available to those interested at a later date. You will receive a status report in July or early August containing an outline of next years proposed grant. Keep in touch.

April 7, 1981

OPENING SESSION

INSURING QUALITY EDUCATION WORKSHOP

Bill McDermott: This is an opportunity that has not presented itself very often in the past. It is an opportunity for people to get together to discuss a profession which is only now developing. Many of us have been in this business for a good number of years but we have been, more or less flying by the seat of our pants. I see nothing wrong with that--I think in fact that perhaps that makes the best kind of teacher.

The state department of education has provided us with the funds to get together on this occasion to share our particular expertise.

We've learned a lot this year. We've learned some new things. But maybe more importantly we learned that we already knew a whole lot. In the upcoming sessions, hopefully you will find out that this is true for you as well; the things that you have been doing as you have flown by the seat of your pants are in fact very defendable, very supportable in terms of bringing about quality education for our students.

If we overwhelm you with the material we present, forgive us. We are only trying to share with you and we are only learning how to share. Sharing is a very difficult task for many people. Learning how to share, and not to give too much or too little, but rather to take into account the person that you are sharing with--this is something that we are learning much about.

We set out this year to document our nursing home program. We have been in nursing homes now for close to four years. The state department of education looked at our program from a distance and said "it appears that you are running a good program, it looks like you are doing something worthwhile. Why don't you take the time and document what you are doing". The first step in doing so was to get together some of the staff and begin to talk, and that's where we began. As we talked and as we documented our efforts--teachers wrote journals, students wrote journals, teachers wrote educational objectives and educational philosophies, as we did research, as we read journals, etc., we discovered three basic ingredients. These basic ingredients will now be addressed.

The first one is the necessity for a gerontological awareness.
The second ingredient is that we have to have life-stage related curriculum.
The third basic ingredient is that we have to be learners.

INTRODUCTION TO GERONTOLOGY LYNN WHIPPLE

What I want to do is to give you an awareness of the current issues and the research that is coming out concerning our clientele. One thing we have in common here this afternoon is that we are all service providers for the older adult. Let me present a couple of definitions. What is gerontology? Gerontology is not the study of an old person. It is the study of aging as a normal process. It is a natural, progressive process that begins before birth. It is inevitable, universally shared by everyone. The second definition is of ontogenitic. It is the study of the age related changes during the lifetime of an organism. The opposite of that is phylogentic which is an evolutionary, comparative study of the age related changes.

Let me identify a few concerns. First we are making generalizations about a very heterogeneneous group. They have lived longer, they have individualized longer than any other generation. They do have common traits. These are what we will talk about. But remember they are a very diverse group, as an example, in any one of our classes, you will find students with no educational background, students with a few years of schooling. Generally they have a 7th or 8th grade education. Some have high school diplomas, some have college degrees, and some even have doctoral degrees. As you see they are very diverse yet they have common traits. A second concern is they are the fastest growing portion of our population. There are predictions by the year 2020 one third of the total population will be over sixty. The life expectancy for a man who reaches the age of 65 is another thirteen years. For a women its another seventeen years. Normal aging usually begins to cause functional problems between 70 and 80.

This time period is constantly rising as well. A third concern when we are discussing the nursing home population is to remember that only 4% of the entire aged population is institutionalized. A fourth concern is that we remember that these people are the survivors. They are the individuals that have learned to cope with all of the social, cultural, political, economic changes that they have lived through. Lastly, we need to remember that the losses and the changes that we are discussing here are usually gradual. They happen in varying degrees to different people. These changes do not imply any dysfunction. This is the normal aging process. The aging individual has the capacity to cope with these and to develop counteracting mechanisms.

The average age of a person in a nursing home is 80. They are mostly women and they have multiple deficits. They have one or more chronic illnesses. There generally is no spouse, they have low income, poor nutrition, and a combination of a lot of situations that have put them there.

Many of them have nowhere else to go. Their sons and daughters are often in their sixties or older, their families cannot care for them financially, medically, physically, or mentally. We need to remember that the problems of aging are compounded by the fact that they are in a nursing home. And often it is the nursing home situation that causes the problem.

There are two types of aging, the first is primary the second is secondary. Primary aging is universal, uni-directional or irreversible, and it is time-dependent. Secondary aging means disease, whether its acquired disease, an inherited disease, or habits like smoking, eating, exercise, stressful situation. And it is also the environmental factors such as pollution,micro-waves, radiation. Primary aging is acquired naturally but it is effected by secondary aging. We can also talk about cellular aging. There are three cell types.
The first is renewing. These are cells in the body that are continually renewing. Some have three day life spans. Some have three month life spans. Examples of this type of cell are found in the skin and gut. The second type are called post-mitotic cells. These cells have divided, developed, and no longer change. Examples are the nerve and muscle cells. If these cells are damaged, beyond repair, they cannot reproduce. The third type of cell is the intermediate. These cells renew at various rates. It depends on environmental circumstances and other variables. Examples of these are fibroblast and connective tissue. These cells can regenerate and function and can return in time.

BIOLOGICAL GERONTOLOGY

Biological gerontology is primary aging. The timing and the sequence of biological aging is influenced by heredity. The onset of biological aging is influenced by the environment. There are several theories to explain aging biologically. The first one is called the *wear* and *tear* theory. Arthritis is a good example of this--the joints just wear out. The second theory is a *biological clock* theory. Each cell has a certain life span and at the end of the life span the cell does not reproduce itself and dies. The *auto-immune* theory is another. This theory suggests that systems within your own body break down and can't fight disease and so you get secondary aging setting in. A fourth theory is the *mutation* theory. Mutations can be caused by the environment, heredity, drugs, radiation, etc., The fifth theory is the *waste build-up* theory. This theory suggests that as certain products build up in the body you develop a toxicity. The aged body takes longer to dispose of certain cells and if these cells lay in your body they can become toxic, and lead to disease.

Sensory changes make up the most noticable aspects of biological aging. The first change we will discuss occurs in the *eye*. At age 40 your eyes begin to fail. It is a natural occurence and it is gradual. Other vision changes can be the oncoming of tunnel vision, night blindness, and difficulty in adjusting to light changes. Secondary aging in the eyes is reflected by such diseases as cataracts, and glacoma. *Hearing* is another sense that changes as we age. Thirty percent of those over 65 have a significant hearing loss. This is very important to an educator because we rely heavily on the ability to hear. There are two types of hearing loss, the first is a decrease of your ability to hear sounds as loudly as you once did. This has to do with the transmission of sound waves. A hearing aid or increased volume may overcome this decrease. The second type is presbycusis. This condition effects the clarity of sound. Certain sounds are lost. This condition effects the clarity of sound. Certain sounds are lost. This condition is caused by irreversable nerve damage. A hearing aid will usually not help this condition. As educators we need to restructure our vocabulary to eliminate words with difficult sounds. Another sense to consider is touch. Touch is the last sense to be lost therefore when considering the clientele that we are working with touch is a sense that can be relied upon to insure communication.

In general, there is a slowing down of all biological functions. Reaction time is slower, and it takes longer to process information. If you think of the brain as a filing system and as a youngster, let us say you have only 100 letters on file, as you age you may have 1000's of letters on file and therefore, the time required to locate a particular letter may increase with age. The healing process also takes longer. An illness or an accident takes longer to get over as we age. A full recovery can occur, but it just takes more time.

The final slowing down is called death. When dealing with this population you come face to face with death. Not only the death of your students, your own death as well. We all need to look at ourselves and see that death is a part of life and learn what the grieving process is, what is normal, what is abnormal.

PATHOLOGICAL GERONTOLOGY

Pathological gerontology is secondary aging. There is a myth I know many old people believe that as you get older sickness and dis-ability are to be expected. This is not necessarily so. Sickness and dis-ability are not normal aging. There are a circle of events which occur. A person will get one disease, this will put a lot of stress on another system in the body which then acts up and creates more stress and the disease state becomes a chain of events. The first disease I'll mention is arthritis. The presence of arthritis causes a change in the life style of the person that has it. They have to learn to compensate for this change. They have to learn how to do things differently--if they don't have strength in their fingers they will have to do it with their arm, if they can't wring out something with their arms and hands they have to learn to use their knees or whatever. Another disease I'll mention is cancer. Cancer has the greatest effect upon the strength and stamina of the individual. Another disease is diabetes. This disease effects many of the systems in the body. The person has to live on a special diet, their circulation is affected, their sight is affected, etc. A heart attack is another common condition found among our students. This too requires a change in life style. Another disease is high blood pressure. This condition leads to strokes, heart problems, and kidney failure. Another important condition to consider is malnutrition. Most mal-nutrition occurs to people living alone. If you have to cook for yourself you know what its like. There is a decrease in appetite, the number of taste buds is declining, so that food is no longer as tasty. Finally I'll mention senility. Senility is not the normal aging process. It is a disease. It is not simply forgetting things, nor is it being confused. There are other factors such as malnutrition, medication, or phsychological profile which can cause symptoms which are easily confused as senility. They are not.

PHSYCHOLOGICAL GERONTOLOGY

A prime concern in this area is the realization that personality continues to develop throughout the life span. It does'nt stop because you go in a nursing home. However, being in the home does cause the personality to adjust quite radically. Psychological gerontology also concerns self concept at this stage in life. There are many physical changes. There are a good many wrinkles, etc., and questions arise regarding how one now looks. There is the loss of their job to be considered. There is a loss of stamina. And most of all, there is a loss of independence. There is a loss of self worth, when many of them ask themselves, who am I? They do not know the answer. When I ask myself, who am I? I can answer that I am a woman, a nurse, a mother of two. If someone asks me that when I am 80 I will say I was a nurse, and I still may be a mother, but who am I now? An important consideration must be given to the idea of isolation. I'm not only talking about physical isolation, but what are all the things that cause social isolation. Someone can be sitting right next to someone else and still be in isolation. She can't hear you, she can't see you, perhaps the people couldn't talk to one another and so she is isolated.

A psychological task for this life stage is renewal. Many times a person finds that they need to almost start their life over again. Their life style has to change and most importantly they need to find meaning in this new life.

Grief is another psychological concern for this life stage. There is usually a loss of spouse, friends, and other relatives. We need to know what the normal grieving process consists of. When has it gone too far? When should we interfere?

Confusion is a state of being experienced by many older people today. The amount of social change that has occured in their lifetime causes questions to be asked about what they should be doing. What should

I be doing? What should I be feeling? What is normal for me?

SOCIAL GERONTOLOGY

Social gerontology includes all of the social changes including the loss of their contemporaries, the loss of roles, the loss of jobs. In todays world there is a great distance between generations. This leads to isolation and confusion. There is a denial by society of the continual human need to make a contribution.

POLITICAL GERONTOLOGY

We all know that every citizen has certain rights. The rights of older Americans make up political gerontology. The concept of advocacy enters the picture here, that is, the ability to act for one's own benefit, is a goal for many older americans. As educators we need to educate the public at large in order to produce a climate of understanding, of their problems, and a support system which will encourage them to seek solutions to their own problems. Eventually this can be done by and for the seniors themselves but at times they need direction.

EDUCATIONAL GERONTOLOGY

We believe we have answered the question why we need to educate seniors. Now we are looking at how do we educate them. There are several areas to educational gerontology. First to service deliverers who work with aged peoples such as ourselves, secondly to the staff of nursing homes-third to the other professionals such as lawyers, politicians etc. It is to the young about the aging person and about aging successfully. We have to learn how to live new lives. If there are to be any changes in the aging pattern as we grow older it will come because we have changed how we are living now. We need to look at our diet and our activity level, the stress we are under and how we are coping with it. If we are to age successfully we need to look at how we need to change our life style now. We need to be introduced to the decisions that need to be made and to do some preplanning in this area.

We need to educate adult children about aging parents. We have used the film "Peege", which is about communicating with a nursing home resident. It's very difficult for someone in an enclosed environment to find something to talk about. Mainly you say, "how do you feel?", "its a nice day outside". How do you get beyond that level of communication?

We need to talk to planners and builders about how to design centers, housing institutions. What type of safety features, fire precautions should be in these buildings.

We need to educate scholars who may not be out in the field as we are. We're getting first hand information and we need to relay this information to the scholars.

Lastly education to, for, about and by the aging person. H. McClusky's theory of margin is found on p.77 of the training manual. I would like to talk about the need that he identifies for the older person. The first is the coping need. Basic Education is the pre-requisite to all other levels of education.

A second part of the coping need is to have the physical strength and health to participate in the program. A third part of the coping need is financial resources. Having an adequate income and knowing how to manage their money, adequate housing, and transportation are part of this need. Some of the classes which we offer which meet this coping need are English, Health, Exercise, Weight Watching, Law and the Senior Citizen.

The second is the expressive need--creative activity for the sake of the activity itself, not for the end result. It is an expression of natural physical capacities, it must be spontaneous and open. Older people are capable of a wider range of expression. They have postponed many things and know they have the opportunity and the time to do them. Classes which meet this need are Art, Music, Dance and Creative Writing.

The third is a contributive need. The need to give something acceptable to others, they want to be useful and wanted. The wisdom of aging comes from the coping skills they have learned throughout their lifetime and the time perspective they have. Classes such as Tutoring Skills, Typing and Music are classes in which they can contribute to society.

Fourth is the influencing need. This is where advocacy and political clout comes in. The seniors have declining power, less income, less stamina, less positions of influence and they are less accessible to politicians. American Government, Current Issues, and Advocacy classes meet this need.

Last is the need for transcendence. To need to rise above and beyond declining physical powers. Social and mental sources of pleasure and self respect transcend physical discomfort.

We have students who come to class who are in so much pain you ask why have they come to class. Their reason for coming is such as socialization, learning, etc. are more important than the pain they are in.

They have been able to go beyond the physical discomfort to meet their social and educational needs.

In conclusion refer to p. 29 of the manual.

"If you answer YES to the following criterion, then you are meeting the challenge. These questions, compiled by Howard Y. McClusky, sage of educational gerontology, are in an article titled, "What Research Says About Adult Learning Potential and Teaching Older Adults."

We feel we answer yes to these questions and that is our reason for serving older adults. At some future time reflect on these questions and answer them for yourself.

OPENING SESSION

OLDER ADULT AS LEARNER

John Murray and Mimi Creutz

This afternoon John and I are going to talk about the older adult as a learner. Lynn has given you a good idea of what an older person is experiencing. We'd like now to talk to you as educators. We'd like to ask what that means in terms of having someone who is an older adult as a student. First we want to give you a theoretical framework that we have adopted in our program to use as guide in almost everything we do. The framework comes from Dr. Howard McClusky from the Institute of Gerontology at the University of Michigan. We are also hoping by the end of our short time with you to draw some conculsion about what this framework means to us as educators. Before we start this actual framework we'd like you to help us. We'd like you to now think of yourself as an adult and as an adult learner and to come up with one word that would describe a characterstic that you might have as a learner. Sue, can I ask you for a word: interested. John: frustrated. Other responses: impatient, motivated, etc. Now I'd like you to change the focus. I'd like for you now to think of an older adult. An adult in a nursing home situation. Think of a word to describe that person: too late, unusual, frustrated, frightened, confused, encouraging. What we have just done is drawn some comparisons between our ides of ourselves as adult learners and of older persons in institutional settings as adult learners. It will show, if we look at the list, some of our bias. We are now going to put that list aside and think about it for a few minutes at the end of our presentation. We would like to try to draw some conclusions about our list and about the philosophy we are going to present to you and with that John is going to start talking to you about our philosophical framework which deals with the older adult as a learner.

What we are going to say to you today is based on a specific work by Dr. McClusky, an article entitled "The Adult as Learners" that appeared as Chapter 14 in a book entitled "Management of Urban Crisis", editors McNeil and Seashore published in New York by the Free Press in 1977. Dr. McClusky must have been about 77 then. We picked Dr. McClusky for those of you who are familiar with him, and probably most of you are, because since our beginning in 1976 he has influenced our work through his writings, through his teachings, through his support and through his friendship. I'm not old enough or wise enough to attempt to measure his contribution but it extends right up to this very moment when we present his ideas. We chose this because as Bill said early we're flying by the seat of our pants to some great extent and he also said much of what we are inventing or discovering ourselves in our own experience has good sound research at the bottom of it whether we know it or not. We present this particular article in order to demonstrate that. We began by saying an old dog can learn new tricks and in fact can learn some better than young dogs. We live in a learning society where non-learners very quickly get passed over to live on the fringes of our world. McClusky calls this learning a distinguishing ethos of our time because the weight, scope, and kind of change that is constantly taking place. He says that this change demands that we sort out the relevant old and combine it with the emerging new and reminds us that this is particularly true for professional service providers and educators.

So where do we begin. First by looking at the learning process and recognizing that the learner and the learning process cannot be separated. The stimulus response forumla of learning is breaking down particularly when we deal with adults, i.e., as maturity becomes more complex and we're dealing with a more mature learner. We must account for differences in individuals responses, so Dr. McClusky suggest an intervening variable, the organism, the person, the learner. It lies between the stimulus and the response. Consideration isrequired in order to account for the communication process. Its a mistake to distinguish between content and learner because both must be involved in a creative process of interaction. We cannot communicate our material without empathic understanding of the person with whom we are trying to communicate. When I read that I thought immediately of Carl Rogers. Dr. Rogers and his book "On Personal Power" has if its possible, a poignant story on a potato. Dr. Rogers talks about potatces in his basement as a child. How they laid there, down below the light yet they sometimes shot up. The white sickly stems sometimes two or three feet long trying to get to the light. One of the things Dr. Rogers recommends as necessary for what he calls the facilitative climate is the empathic process. Dr. McClusky says that we must see the adult learner as an integrated developing person with built in tendency for self-protecting, self-investment. McClusky rejects adulthood as a state of having arrived, saying thus an adult must have hope along with bread in his/her effort to transcend time. S/he lives part of her/his life in the future. This is particularly poignant

I think in terms of the clientele we've met to discuss today. One of the better attempts to sort out and categorize this tendency of ours for growth is Erik Erikson's sociological eight-stage theory of development. Adult Educators have the most at stake in the last two of these stages which occur in middle and later adulthood. You'll see a better exposition of these on page 8 and 9 of your manual. I'll just mention them. The first being *generativity* as opposed to *stagnation* which represents a concern for establishing and guiding the next generation, setting an example in many cases. The second is the life- stage of *ego intergity* verses *despair*. There is no short way to talk about this. They have to do with an acceptance of ones own life as ordered, as meaningful. You'll have to look to your manual for a better definition. Dr. McClusky says that we must limit our learning experiences to occur against background of a life-stage and that life-stage influences the learners response to the learning experience. Within these life stages, as Erikson outlines them, there is still other things to consider. McClusky talks about critical periods in adult years. He says they tend to be related to other people. He is talking about marriage, children, grandparenthood, the loss of a spouse. It is also related to life goals in terms of success and reverses in your employment, of abrupt changes such as moving, retirement, institutionalization. There are commitments to think of in these critical periods and these commitments are thought of as something that ebbs and flows rather than a lock-step developmental process. He says that adults develop intentional attachments to responsiblities that are normally associated with adulthood. There is a process of gradual incremental change that is accumulative and varies in its intensity in range of involvement. This progress through life in the later years, when certain shifts and reductions occur, cause people to selectively disengage from something while thier attachments to other areas deepen. He said the so called adult resistence to learning may simply be a reluctance on a part of a person to upset his whole life and make space for this new commitment that we're asking of him. Our sense of time changes the older we get. The more past we have and the less future. In our society, given the bias, learning is something that must result in our increased ability to market ourself in the world of work. You can understand how someone as they grow older becomes less and less eager to participate in education. We did that to ourselves. On the other hand we can understand our surprise perhaps when we meet people who are eager and willing to learn. We bought the bias ourselves, through our government. McClusky goes on to talk about the adult condition. He says as we grow older we differentiate more and more between ourselves and our environment. We can see ourselves as part of a larger whole and begin to develop preferences and specialization, thus as Aaron Simonton likes to quote, the older we get the more like ourselves we become and the more like ourselves we become the more individual we become. The more difficult the task becomes. Individualized people are developing, in McClusky terms, pre-dispositions which is a fancy way of saying habits. Some of those habits will form around the kind of educational experiences that people have in their life. Some of our difficulty with developing a relevant educational program for older adults has to deal with our own habits. Our own pre-dispositions about education in our past. He asks that we consider the adult learning situation against our own educational experience of rigidly structured prescribed curriculum. Don't let that creep into your dealing with adults. We ask that you remember that adults have their time allocated. And if you are going to introduce education that means that they have to reallocate their time and its going to cause them some difficulty. We've got to learn to work with that and be flexible with that. I don't think I need to say too much about authority in teacher learner relations. It's rather easy, I suppose when you go into a classroom and confront a room full of people and realize that you are presuming to teach them. Your commitment to authority goes away very quickly.

Finally, McClusky says that adult learning has consequences different than learning for children which is largely preparatory for a world or experience yet to come. For adults, learning often arises and becomes part of the here and now world of life itself. Adult learning is highly intentional and the satisfaction of that intention becomes a priniciple objective for that older adult learner. As I run through the end of Dr. McClusky's article I will give you some of my ideas about the younger adult learner verses the older adult learner. And perhaps work in some of those adjectives that you used when you were describing yourselves as learners. The next portion of Dr. McClusky's article talks about one of the elements of affective instruction of adults. What is it that we need to do to affectively teach them?

The first thing he says we have to do is to involve them, to have active participation. McClusky thinks that older adults and adults in general have a very low threshold for passive listening. They get bored more easily. I am teaching children between the grades of 3 to 6. I would say they have a low capacity for passive listening. Its just that they have an authority figure in front of them who is making them listen. An older adult doesn't necessarily accept that authoritative role. They will be much more vocal. But as I look at the adult as a student I've got to say that he's got to be actively involved in the process of learning. We try in our classes to do that, by giving them a chance to draw, to write, to give opinions, to express themselves in one way or another, to actively participate. It is always a "hands-on", or better yet, a "mind-on" experience. But there are differences for a younger adult and an older adult. A younger adult has a larger present. He can expand his active participation outside of the classroom, outside of the place he lives. He has many roles and he can actively participate in whatever by applying it outside and by doing things to reinforce his learning experience. The older institutionalized adult however, has a larger past,he has confined presents, and he has a limited future. Unlike the other adults, in fact, it is very hard for the older institutionalized adult to think of the future for a very long time. I may talk to you about tomorrow but not about next month and I probably won't mention next year either. Because of this active participation need, and because of this confined present we use reminiscing as a way of actively involving people. We build on their past experiences since they do have an enlarged past.

The next element McClusky focuses in on is problem-centered learning. He says you've got to make learning problem centered. It is a natural unit for the adult. It is a natural way of looking at learning because the adult solves problems as part of his every day life and if you're going to teach him something, if you can make it into a problem, he will be able to learn it better and assimilate it better. Now, for the younger adult it is rather easy to do. Once again the younger adult has a variety of roles which he is playing in his life. He may be a student, he may be a father, he may be a worker, he may be a game player, all of these roles help him identify in his learning what the problem is and identify a way of solving it. However, the older institutionalized adult does not have all these roles. He has very few roles left to him. He is patient, and now that we brought in classes, he becomes a student. His family role has been severely reduced and until he gets comfortable in the institution, he may not even have friends. It may take him a while to become a friend and a companion and so if we are going to involve this person in problem-centered learning we are going to have this to do what I call creative conjecturing. We have got to be able to put this person into the position where he has a new role in his mind and actively involves the imagination in creating that problem and creating that solution. It may be just what would you do if or what would you think about this particular situation if you were there. It must be however, problem-centered, making him solve the problem himself. The third issue that Dr. McClusky talks about is meaningful learning. All of us who have taught adults know you had better be able to defend what it is you are teaching to adults because if they think you are wasting their time with something they don't need to learn then they will not learn it. For a younger person this becomes very easy to do because you can talk about it in terms of future jobs, you can talk about it in terms of his roles as head of the family, or mother, or perhaps as a future role when he goes to college, or when he tries to do anything else. For the older adult however, again we have a problem that for him meaningful learning is going to be slightly different. I would like to think that meaningful learning for the institutionalized older adult is life oriented. It is not job oriented, it is life oriented. How is this going to make my life richer? How is it going to change my everyday living? As an older adult, whether I am in an institution or not, I would think I would value my remaining time. I want to use it as best as I can and so when I want to do something, it must have meaning. It is a very difficult situation when you are faced with an institutionalized older adult to give meaning to learning, but it can be done.

Last and not least McClusky says that learning must be autonomous for the adult. He must be independent. He has become independent and he wants to maintain that in every situation that he encounters. Again, this is an easy element to bring into the younger adult as a student. A younger adult is use to making choices. It is very easy for a teacher to have a younger adult make some choices about their learning experience. You can guide them in making those choices. However, if we look at the older adult we are faced with someone who has had their choice making ability taken away from them. He no longer can decide when to get up, when to go to bed, he can no longer decide when he is hungry and wants to eat, or what it is he's going to eat. Education can provide an opportunity for autonomy.

SCREENING SESSION

INTRODUCTION: Bill - Marge

Participants introduced themselves and how they became involved in adult education. Discussed present teaching position.

Reverend Fehner introduced himself. He is 86 years old. He praised our program in the Lutheran Home.

Bill McDermott - Explained that the screening process was necessary in order to determine which students could benefit from our program, and were capable of earning a high school diploma. He explained that from the data we collected we would determine at the end of the year, if our screening program did in fact show the capabilities of various students.

We first talked to activities directors in the nursing homes to get their opinion of which students might be recruited as students.

A transparency of the Student Profile Form I was shown. He explained that a teacher's professional observations and opinions are of value in making a determination of a student's ability.

He explained that the teachers also served as registrars and therefore had a chance to observe the students. The Student Profile II was discussed which is a health profile. He explained the problems with this form. The information on the form is considered to be confidential and the nursing homes don't want it released.

Then discussed the San Diego Quick Assessment Test, which was used to determine the reading level of the students.

Research says that with a fifth grade reading level they should be able to finish a high school completion program. Bill said there was some rebellion against taking the test. The student felt it was a threat to their right to classes. The test used was to set a standard for the State as far as who would be considered a credit student. A member of the group stated that even in traditional classrooms there are students who can't pass the reading test. Another member stated that reading level is not the only criteria in determining who is capable of finishing high school.

Individualized Learning Plan was discussed. Bill said the problem was that teachers became too informal with this form. In the future an attempt will be made to "graph" the progress of each student at least on a monthly basis.

Showed a fourth form.Semantic Differential, which has students measure their own progress and compare it to the teachers evaluation of them. It was created with help from Dr. Steven Jurs of the University of Toledo. It has not been used yet.

The teachers were asked to create tests for their classes to determine how the student achieved in a specific class. Some students can achieve in one area but not in another class.

That the opinion regarding testing has changed over the years in the program. In the past it was the policy not to use tests at all. Now they're being used on a limited basis.

Teachers have total determination over how they will grade their students. Students are given A, B, or C. No one is failed, if they don't do "C" level work they are given a "no-credit." This keeps students from being labeled a "failure."

A member of the group asked if we determined how long it takes to accomplish an objective. Bill said this varies.

A member asked if the local school board questions if the course is really comparable to the traditional program. Bill stated that there hasn't been any objections from the board, since they approve all of our courses.

LIFE STAGE RELATED / PERSON CENTERED CURRICULUM

John Murray

Mimi Creutz

Room 4

Talking About Us

Freedom to Learn	Carl Rogers
On Personal Power	Carl Rogers

Three things are necessary for growth in the client, from the person in power or authority:

1. Be who you are.........Do not assume a roll
2. Acceptance of situations-How do you interpret, act, see?
3. Empathic listening--Communication

Not being able to accept situation in nursing homes,--upsets some people, takes some people time to accept this.

Practical--way to run program--
share authority

Five people share--meet and come to answer.--group--much better.

Everyone's opinion is heard, teachers--good ideas--hear from one another ...have input.

Student council--comm.
talk to students..one to one.

Find out what the student wants to learn. Involve student in what they want to learn.

CC26. 370.

Titles of classes can be scarey to students, be careful.

Use the right titles but still meet state requirement.

Contact your local Area Agency on Aging for support.

Support from the state department is available.

Learn from each other...also staff...from nursing homes.

Listen to--teachers and students and also staff at nursing home. They often see the situation in different ways. Supervisors feel it is important to teach once in a while...they keep in touch with student and feel compassion for teachers. Supervisors try to keep in touch with teachers, students and centers. One must look at the school as a whole and not separate nursing home classes and other sites.

They all interlock.

Person Centered

1. Student survey class selections at centers. In the nusing homes students select their own schedule as well--with counseling.

2. Student interest survey...also given supply and demand...is important in nursing home.

Life stage related...instead of Lifelong Learning

All different life stages: young old, middle old, old old. We have to deal with them all. People in convalescent centers are younger, they are alike in situations. We have to take this into consideration for classes.

We must find out what it is they want to know.

We try to select curriculum to suit students...and make it life stage related.

Always involve the person in the nursing home

Personal attention from teacher to student...everyone likes a little attention. Teaching approach may be different than in the regular class room...fun way of learning...student needs to enjoy the classes.

This is the students program not ours...we are there to meet their needs.

WORKSHOP: Inservicing Staff and Community

Presentors: Judi Schneider and Lynn Whipple

I. Inservicing teaching staff

A. Why

1. Lack of formal training for adult educators in general
2. Need for gerontological perspective for professionals and staff
3. Need for adaptation of teaching techniques
4. Increase self awareness of the teacher and develop their strengths
5. We bring the information, the teachers bring their experience
6. We inservice on a monthly basis.

B. What

1. Initial inservice
for immediate teacher concerns - beware of overload .

a. New teachers

1. Go over policies and procedures, eg. class record sheets, mileage forms, syllabi, monthly lesson plans, grading policy, etc.
2. Discuss Teacher's manual
3. Explain our communication system; circular management, weekly teachers memo,etc.
4. Establishing an educational climate - pp. 53-54 of manual
   - teachers carry the classroom with them and develop on site
   - discuss variety of teaching sites; nursing homes, centers, apartment complex, churches, halls, etc.
   - using the I.S.D. and library as resources
   - obstacles to an ideal climate; noise of the intercoms, interuptions by staff, physical set-up of the room, etc.
5. Sensory deprivation - pp. 16-17, 43-44
   - what to watch for, how to adapt the classroom set-up, how to adapt teaching techniques, how to compensate for sensory loss, etc.
   - vision; many don't know they have a mild loss, arrange seating to compensate for, avoid flickering or glaring lights, use sharp contrast between colors such as black and white instead of blue ditto and avoid yellow-green combinations, etc.
   - hearing; restate what you say using different words, keep background noise to a minimum, place students close to speaker or projector
   - increase teachers ability to spot students with sensory losses
   - use as many senses as possible when teaching
   - go slowly, review often.

b. New and returning teachers

1. Review C.P.R. - we are working with a high risk population, use film, speakers, demonstration and return demonstration

2. Academic division meeting - review philosophies, course objectives, order supplies, do scheduling, sharing ideas and discipline concerns.
   Discussion followed on the importance of continuing education so the students are aware of current issues, go through the election issues for absentee voting, weekly current event quiz, write 8 discussion words per month from current news and leave behind on the blackboard, use I.S.D. materials.

c. Nursing home teachers

1. Before classes begin - student-teacher get together, very social
   -teachers see facility, pick out their classroom, see set-up of the room, what equipment is available, meet staff (see pp. 30-31 of the manual), recruit students, give brief description of the class, begin to set a climate, start developing student relationships
   -students meet new and returning teachers, start preparing themselves for their other role as a student.

2. At registration time - do a quick physical assessment for potential learning problems e.g. hearing,vision, paralysis, etc.
   -discussion on the problem of not having student's diagnosis available for the teachers, this is a legal problem, how do the public schools handle medical reports?

3. After several weeks of class
   -involves teachers, activity directors and supervisor
   -discuss any general areas of concern such as teaching methods evaluation, theme month, etc.
   -discuss the effects of institutionalization, drugs, medical conditions,etc,(see pp. 22,25,26 of the manual)
   -discuss the role of teacher aides (see p. 47 of the manual)
   -divide according to teaching sites and discuss facility, staff and communication (see p. 24 of the manual) both positive and negative concerns
   discuss students - how is he doing in your class? does he come by himself? is he a leader, a follower, a contributor? is he active or passive? moody? does he hear only when he wants to? what techniques work best with him? are there are student personality conflicts? etc.

2. On-going inservice for all teachers and staff when appropriate

a. A-V equipment (see pp. 57-58 of the manual),what equipment is available and how to use them correctly.

b. Instructional methods and new techniques (pp. 50-52, 55)
   Madeline Hunter films on the 7 steps for successful teaching, Malcolm Knowles how to establish an educational climate, Carl Rogers theories of person-centered education, etc.
c. Evaluation of students (pp. 64-67) - use teachers panel.
d. Educational gerontology
   1. Current research - make teachers aware of
   2. Adapting materials and methods to compensate for handicaps (pp. 15,45), what materials, methods do you use, how do you adapt your techniques, presentations?
   3. Dealing with the death of a student (p. 20) - what is the normal process, at what point do you interfere with this process.

e. Educational philosophies - Carl Rogers, Howard McClusky, etc.

f. Reports on conferences - teachers and administers, we hope you share this conference with your staff.

g. Emergency first aid and safety - where to go for help, who to call, what equipment is available at the sites, fire and storm procedures at all sites, how to handle emergencies on field trips.

h. Recruitment and public relations - teachers are the best recruiters, use returning students as recruiters, informally we are always doing public relations, formally we do it at registration, and also at formal and social gatherings of senior citizens.

C. How

1. Format for inservice meetings

a. Welcome - this gives the director an opportunity to interact with the staff

b. General business - announcements, field trips

c. Exercise of the month - teacher demonstrates this exercise

d. Inservice - see above section on on-going inservice

e. Academic division meetings - review and order supplies, share common concerns with other teachers, review philosophies and course objectives, etc.

2. Techniques

a. Lecture

b. Discussion, large and small group, within divisions or select groups

c. Role playing, with and without script, eg. emergency situations

d. Teachers panel, eg. evaluation of students

e. Guest speakers - H. McClusky, Bill McDermott, speakers from American Heart Assoc., Tri-County Deaf Society, senior centers

f. Brainstorming, eg. theme month

g. Demonstration, eg. C.P.R., and learning styles

h. A-V material, eg. Peege, Massey Tapes, video tapes of our classes

i. Simulation - hearing and sight impairments.

II. Inservicing the Community - informally and formally, slide-tape presentations

A. Support personel - nursing home staff, center directors and staff, make them aware of workshops and presentations, invite them to our inservice when appropriate

B. Network of support agencies - (pp. 28,87-88 of manual).

Sue Ripps

CREATING AN EDUCATIONAL CLIMATE IN THE NURSING HOME

I. Introduction- Instructor in
    A. Health and Fitness in the Nursing Home
    B. Weight Watching and Nutrition outside N.H.
    C. If not done already please introduce yourself and where you're from and position
II. Expectations and Pre conceived ideas:
    A. Coming into Workshop
    B. Coming into Class
    C. This is part of the setting up of the learning climate.
    D. Depending on these one can succeed or fail
        1. registration-counselor gives expectations of class
        2. past reputation of class
        3. past reputation of teacher
            a. above has bearing on
                1. whether they're signed up for your class
                2. their attitude towards you or curriculum
III.Three things before first class meeting that will effect learning climate;
    A. Past experiences
    B. Registration and person doing counseling
    C. Reputation of particular class and teacher
IV. Your ideas of Nursing Homes and People will effect the educational climate
    A. Fear of older people or N.H. instution
    B. When you feel at ease with urine bags, wheelchairs, missing limbs, etc., then you will be able to interact with the students. This I feel is the most important step in setting up a learning climate

V. One sets climate for learning when you walk through front door.
  A. Your expression and body movement immediately communicate your inner feelings

VI. Staff in N.H.-Become acquainted with
  A. Aides
  B. Housekeeping
  C. Dietician

VII. Physical Setting of Class
  A. Oval
  B. Other people sitting in dining room

VIII. Techniques
  A. Lecture
  B. Demonstration
  C. Verbal and gesture approval
  D. Humor
  E. Touching
  F. Positive re-inforcement
  G. Competition

IX. Music-Plays major role in setting climate
  A. Swing or happy music in gathering students. Hearing music students will come in to class.
  B. March music for exercises
  C. Quiet music during refreshments

X. Refreshments - offer a time when students and teacher can become more social.

SUMMATION: Holistic approach to Setting Up a Learning Climate
  1. The person- pre-conditioned ideas
    a. psychological
    b. physical
    c. emotional
  2. The physical setting in room-activities, music etc.

3. The teacher and her physical and emotional state
4. The staff

CREATING AN EDUCATIONAL CLIMATE
IN THE NURSING HOME

Sue Ripps; Warren Kowalka; Carolyn LaVoy

I Introduction of in-service participants

A. Names and sites
B. Problems in Nursing Homes expressed by participants

-funding [Questions
generated from
-people dying [participants

II Problems Warren has encountered

A. PA systems
B. Late student; Warren praises her for coming sooner.
C. Cleaning Halls

III Problems shared by participants

A. Outside noises

1. Institutional sounds
2. Interruptions in class
3. Machine noises
4. Kitchen noices

B. Other distractions

5. Nurses taking break in classroom
6. Medications given during class
7. Pool playing
8. Television in classroom
9. Cigarettes given out
10. Getting patients
11. Dealing with patient's problems
    a. Urinals cleaned
    b. Drapes drawn
    c. "accidents"

IV. Problems in non-activity classes.

Keeping the students attention in a class that is not a hands-on class takes some creative approaches. The title of the class is the first place to be creative. It is important that the title of the class tells the student what the course is about. It needs to be titled in a way that the students understand the terminology for example: When we offered a class in "Horticulture" no one signed up for it. We changed the title to "All About Plants" and we expanded to several classes. The same approach need to be taken in teaching the class.

General elements are needed when teaching adults:

1. Participators - power sharing
   - joint responsibility

Essentially non-authoritarian and non-unilateral.

2. Interaction - problem centered
   - actively involved

Essentially the integration of thinking, feeling, and action.

3. Reliance - meaningful learning
   - subject matter related to basic needs

Essentially life-stage-related curriculum

4. Self - Self directed learning
   - Pedgogy vs. Androgogy

Essentially learning is the need to learn to make choices. Directing one's self is important.

5. Goal - social goals
       - purpose

Essentially developing the whole person within society through education.

Putting all of these elements together and to get them to work together , you get a sharing of selves, weaving personal and intellectual components together.

V. Correcting Environment

A. Room dividers decorated with artwork

  1. Reminder of classroom
  2. Praising work of students

VI. Observations of Nursing Homes

by C. LaVoy

A. Remedies for lack of participation

  1. Math..."Games People Play"--using games to enhance and give active participation to the students. Using a game which is familiar to them and adding new.

  2. Government..."Current Issues"--Using the current events, components, as a way to step into the structure of the government, making it curricular and yet meaningful to the student.

  3. History...Why Today? Going Backwards to relate to nursing home student learning concepts. They themselves have lived it, using the effect and cause method.

B. Manual Page 53 A teacher checklist

  1. Observation (rather than evaluation)

  2. Discussion with teacher

C. Drawing from students for discussion

Choosing the best technique for the right occasion is probably best developed through well-evaluated experience.

Two gudelines:

1. Match the technique to objective

2. Given a choice...choose the one involving the students in the most active participation.

Hand out type of behavior-Technique used:

a. Asking students what they think

b. Re-stating what students have said in a positive re-inforcing way

c. Using first names of students.

d. Listening carefully to what students are saying.

e. Use question that stimulate discussion-brings out answers.

In using the technique the teachers personal touches are needed.

VII. Comparison of classes in nursing homes with traditional

A. More activity generated--more response from students

1. Geography...the teacher first relates it to something the students know. For example the music of the country, the food of the country, something which is familiar .

2. Curriculum...relevant to students. Using a lot of outside stimuli to create a climate for learning in the classroom.

3. Creativity of teacher is very important. She sets the stage and creates the environment.

Key Person--teacher--Because students "can" leave if they wish (as opposed to traditional classroom.

B. State Aid

   1. 2 hours 38 weeks [illegible]

   2. Tri--semester...To help relieve problem of losing people in the fall and during Christmas break.

C. Interests Lagging

   1. During holiday seasons

   2. Weather

D. Giving teachers a break

   (However most agreed that summer sessions are indeed important to keep nursing home students interested)

   1. 4-6 week Module in summer, after a break prior to summer session.

   2. However, teachers were more appreciated by nursing home staff if summer sessions were not held.

   3. New residents coming in during summer.

VIII. Continuity of Environment/Climate

   A. Senior Student Council
   B. Programs and speakers

   (January)

   C. Showing off accomplishments...
   The pride they show in their work.
   The feeling of accomplishment.
   Grant need for others to see this.
   Classes Display...what they are doing
   (every 6 weeks)

      a. Art-work
      b. Demonstrations

   D. Theme of month...6 week cycle culminating in shows of sharing of class products and knowledge

   E. People from nursing home to nursing home. (creative writing).

(E. continued)

E. The student wrote letters to another class in a different nursing home. Then at the end of the year went to visit.

F. Journals...The name of Nursing Home Newsletters.

G. An End Product--Students need to shoot for an end production.

IX. Conclusion

A. Whole person approach.
B. Thinking for self.

X. Discipline Problems

A. Attention
B. Rules
C. Laying Down Law...A positive approach to new classes

In creating a climate you need to have a formula. A place for growth. The student needs to be guided from one level to another. Once the climate is set and they are comfortable that does not mean they can stay there forever. They need to be strongly encouraged by us to try new classes and different teachers. We need to help them by giving them the direction and they will do the rest.

XI. Spontaneous Discussion Followed

Conclusion of Session

Handouts from Carolyn LaVoy:

"310 Grant Observation" "Techniques" "Behavior/Technique"

HUMANITIES WORKSHOP

Marge VanAuker
Marty Cahill
Karen Rollins

Marge opened the workshop by handing out typed identities of members of her life review class at Frenchtown Convalescent Center. The members read these aloud to the rest of the participants. The purpose of this was to show the clientele nursing home teachers work within classes and to point out the fact that people with a variety of mental and physical infirmities can still be alert, productive members of a class.

Since many of the workshop participants had visited the life review class on the previous day, I related to them how the lesson they had viewed was put together and my method of conducting the class. The lesson involved the student choosing a type of tree s/he would like to be and explain why. The choice, I pointed out, would exhibit something about the student's inner self and would also call upon each to creatively "step out" of the body and become something else. I described the method I used of recording the student's responses--by sitting in a stationary spot--the same weekly--and going around the table in turn until each one had responded. I also pointed out the need that some of the people have for direct questions which "lead" them through the lesson. I mentioned that most of the students cannot hold a pencil to write themselves or that others cannot keep the thought process coordinated with the physical process of writing and that was why I was the "tool" used to record responses.

During this part of the presentation participants asked about the availability of teacher aides, how students are brought to a from class and how long it takes, how students are screened and how teachers meet the needs of the students. I responded that aides were available to teachers and had been used but during our second semester budget cut, many were let go, but would probably be re-instated the following teaching year. I described that the teacher, nurses aides, and occasionally the activities directors would assist in bringing people to class. But that I had developed my own system of announcing the class, checking room-to-room to see if people were getting ready to come and taking those, who were ready to go. My time spent gathering was down to about twenty minutes. I referred to p. 69 of the Manual to explain screening and to p. 60-61 to explain my means of meeting my student's needs.

I made available to the participants copies of the special edition of Le Journal (on hands) and also the winter issue. Plus I passed around a sheet for people to sign if they wished to be put on a mailing list for Le Journal. I recommended the book by Kenneth Koch titled I Never Told Anybody for teaching poetry in the nursing home.

At this point I switched to telling the workshop members something about the creative writing class taught outside the nursing home setting, how the class differs and what materials are used. I passed around my NCOA text, gave them a sample of my syllabus outline and described how the stories contained in the text each deal with a different aspect of the aging process and how the characters deal with them.

Karen told the group how she goes to the nursing home facilities twice a week per class, to conduct her Bible as Literature class

The reason for this is because the people had experienced difficulty in the previous years of retaining week-to-week what was covered in the film or lesson the previous week so they could successfully discuss it. This new approach allows less time to pass between classes and the students are responding better and retaining more. At semester break, Karen then moves on to another nursing home facility.

Karen explained her method of bringing people to class:

1. She chose a different class member weekly to bring down to class first.
2. Then she gives the first people brought down something to do relating to that day's topic so that their time is not wasted waiting for the rest of the people to arrive.

At this point Marty described her movies as literature classes taught outside the nursing home facility. She described her short story series and how she orders and uses films in conjunction with her lessons. She too, showed the volume of the NCOA text she chose to use this year as a basis for her lessons.

Marty stated that students must learn to give and take in such a large group and that she uses field trips as learning experiences. For example, she took a group to the library where they learned how to use what is available to them there.

The overall effect of the workshop was to give the participants a broad view of what the teachers do, who they deal with, effective ideas, and methods. The participants not only found the workshop informing, but the teachers participating had a opportunity to learn from each other also. The teachers emphasize the importance that creative discussion had in each of their classes as a basis to build on.

MUSIC AND EXERCISE _

9:15 - 10:30
Room 101

12 participants

Music - Joan Johnson, Tom Schow, Sue Ripps

Joan - "Everyone teaches to their own strength"

Measurable objectives in Music Education

1. Developing the ear

[Areas 2. Music History
[of
[emphasis] 3. Music Theory

1. Developing Ear - The student should be able to discriminate sounds - melody vs accompaniment.

Teaching techniques:

2. Bring in different instruments - touch it, play tape of its music, discuss musical families.
3. Introduce various musical styles - emphasis on their experience i.e. barbershop, jazz, etc.
4. Use of visual notations

Note: "All music education should be fun!"
Participation is the students main wish.

Exercise - Sue Ripps

1. Each participant was asked what they were looking for in this workshop session. - Some of the comments made were:

"I am concerned with my music class becoming an entertainment session - I want to teach more music."

"I feel that an exercise program is truly beneficial....the students must move around..."

"I need ideas!"

(Continuing comments)

"I would like some wheelchair physical activities."

2. Sue Ripps responded: "Entertainers and actors make some of the best teachers."

   We often take our traditional feelings of education as hard work - education can be entertaining!

3. Teaching techniques were explained as follows:
   a. Class is structured - certain exercises and games followed by a rest period.

      Recall and review of these are encouraged.

   b. Music is used with exercise.
4. A list of possible supplies was given:
   a. Paint sticks and crepe paper streamers gives visual satisfaction and circles and music (can use themes - i.e. patriotism red, white, and blue crepe paper).

   b. Competitive Games -
      a. an old sheet hung on wall - throw bean bag at it. Each week put sheet farther away.

   c. The Universal Goniometer - measures muscle effectiveness, and flexibility.

   d. Foam balls of various sizes - small - finger exercises - large - games.

5. Coat hanger racketts

    fashion with party [illegible] and tape.

6. Punchballs

    -provide emotional outlet.

7. Large Beachball and Stick

    - bat the ball,

    - acceptable aggression.

Music and Exercise

1. Most participants agreed that commercial records are much too fast paced for senior students.

2. Moving arms and hands as in conducting the music is successful. Use of bubbles in the air is fun too.

Possible Resources:

The Library of Congress for the Deaf and Blind

- Has large print music books,
- Dance films.

Music Games - Tom

-Clap along and polka records.

-Hum along,

-Change meter on piano - ask what happened.

-Try not to make the class a passive time.

Joan Johnson's comments on teaching music in the nursing homes:

"You must get the student's attention before teaching can go on."

- Creative innovation must be used to motivate the students.

- The teacher should be well - trained.

Teaching Techniques for the music classes:

1. Evaluate the class atmosphere. Take them from where they are.
2. Welcome walk-ins and guests into the nursing home class.
3. Use instruments - must be durable, often inexpensive, participants suggested: dulcimers, bells, auto harp, maraca.
4. Visit the public secondary schools - find out what is going on in music there.
5. Correlate music and physical education.
6. Dramatize folk songs.

Supplies:

1. Conduit instrument- cut by students in various lengths placed on styrofoam sounding board by the students -

   foam rollers (hair) used on handles of wooden spoons or wooden hammer.

[Recorders Note: Check with Joan Johnson as to specific lengths of conduit for homemade instrument!

MATHEMATICS AND SCIENCE

Room B 10:45 - 11:45

Karen Molenda

Rosemary Tippin participants - 12

Sue Revels

Science - Karen

2 Problem Areas:

1. Teacher centered area
2. Student centered area

" I haven't kept up...I don't have the background....or the texts and materials....anxiety and fear

First Day Suggestions:

-Build a friendly, social atmosphere - rapport is very , very important

-learn the range of students' background

-assurance that there will be no exams and no science backgrounds are neccessary

-outline the year's units--Choose topics according to students' interest

note: The human body is a favorite topic of senior students - medically oriented topics are popular - current events (newspaper articles are discussed)

Discovery Magazine - sold on the newstand is good source.

Techniques:

1. Games
2. Fieldtrips - woods for ecology study
   - seasonal comparisons
   - edible plants
   - plant identification

For Nursing Home - Bring the woods into the class.

Theme for First Weeks

"I don't know anything about science, but I am willing to learn.

-Relate scientific method steps to everyday events such as shopping for the best deal.

Objective is to see that the scientific method is used by all of us - we just don't call it that.

Introductory Game

Hand in the box game.

- students feel 5 objectives without viewing them.
- students guess what is in the box (each student has a piece of paper on which to write their hypothesis, etc.)

Description Game

Teacher gives 4 points of descriptive information about an object.

The students try to guess what it is based on these 4 hints.

Second Unit - Ecology

- Ecology Bingo (handout)
- Ecology of the Forest

Provide more sophisticated enrichment materials for students who show greater interest

a. Use of films and filmstrips
b. Game: Man and His Environment
c. Pollution testing kit

Sources for free and inexpensive material:

1. 4 - H
2. County agricultural Agent
3. National Weather Bureau
4. Drug Stores
5. Homemade physic toys made by students (lever, etc.)
6. Plants from students
7. The Edison Co.
8. Many food companies: i.e. Coke, etc.
9. County library
10. Universities, i.e. U. of M., Inst. of Gerontology
11. County Extension Service
12. Dept. of Natural Resources Washington, D.C.

Plants Study in Nursing Home:

- microscopic study
- greenhouse slips to grow in their rooms

Mathematics - Rosemary Tippin

In the nursing homes

- set a relaxed, friendly atmosphere .

1. Coping with physical handicaps
   - -the Math program almost always must be an individualized program
   - -aides are very helpful
   - -constant individualized attention.

Attention is given each student. The teacher moves from student to student

Techniques :

Math Games

1. Most commercially available games are not good for the nursing home student - print is often too small and small group activities were not successful in the homes
2. Individual handouts work well for a group activity
3. Advanced students are given enrichment handouts
4. Games
   - -calculators
   - -cards
   - -oral "I'm thinking of a NO."
   - -magic square cards
   - -one or more missing digits
     sample: 4+_=12.

SOURCES OF SOME DITTOS

Math Riddles -Frank Schaffer Publications Inc.

Student Text - D. C. Heath and Co.

A - Maze - ing Numbers.......Prentice - Hall

Learning Systems, Inc.

Math Ditto -J. Weston Walch, Publisher
handouts
coded puzzles Box 658

Portland, Maine 04104

Guest Speakers Sources

-Parks & Recreation Dept.

EDUCATIONAL GERONTOLOGY

By Bill McDermott

I. Introduction of participants....26

II. Informal Dialogue of Teaching of Gerontology to the Student

A. Designing a course introduction
Process of Aging to Elder Students

1. Students open to Bill as he is open to them
2. Teacher (theory),
   Student (life-meaning).

B. Higher Human Needs

1. To cope and survive
2. To express and talk
3. Contributive need

   - discussion -

4. Influence / Influencial need
   - To teach
   - Students teaching others
   - Understanding makes one more confident

5. Transcendence
   - Loss of mobility...fear and yet student still has PLENTY to contribute,

C. Circulation of Handouts used in class,
Sources

1. Newspaper
2. Media
3. Research

4. Peoples' experience

5. Books (texts of class).

D. Two Texts Used

1. Images of Old Age in America by Andrew Atchenbaum

2. Rights of Older Persons by American Civil Liberty Union.

E. What this class means to students

1. Seeing selves as whole beings

2. Seeing selves as student, as more than "older person"

3. Roy - "Being able to change directions"

4. Marion - (retired kindergarten teacher)

   "Missed being with people my own age"

   "Missed give and take with adults"

   "I have enjoyed all my (4) classes tremendously!"

5. Bill McDermott-

   "Here is an opportunity to have serious encounter with one another."

6. Warren Kowalka-

   Benefit of gerontological types of discussions..Student has more stable grasp of what he is going to do

7. Bill-

   1. In Gerontology Class there is an opportunity to stand back from own life and add to the general discussion

(Bill continued)

2. Providing forum for discussion of issues

8. Esther- "I was a general practitioner"
"Used to getting up and going somewhere in the morning."
"Classes mean more than flower arranging."
"awareness of self has blossomed"
"Never too old to learn "

9. Betty-
"Age is a matter of mind, if you don't mind, it doesn't matter"

10. Virginia- "I learned how to cope with other people and joined other classes"
"I learned how to make the best out of, whatever!"

11. Mr. Steed -
People are enjoying the class as they help and tutor students - Mr. Steed has faced retirement and this tutoring class is giving him an outlet.

III. Units of Class

History	(These units are changed and
Sociology	adjusted according to the
Biology	center and the students.)
Psychology	
Advocacy	

A. HISTORY - Why don't teenagers have respect for seniors?

- Generates discussion of senior adult as educator in past HISTORY..

(example - when to plant? How to skin a coon? etc.,)

B. SOCIOLOGY

At 65 you can't choose work, you are told what to do = retire ..

(INTRODUCTION OF TERMS WHICH APPLIED TO THE UNITS)

C. PSYCHOLOGY ...dreams, personality, intuition, anxiety, creativity, etc.

D. BIOLOGY

- Is senility a fact or fiction?
- Exploding myths is what this class is about
- Short term memory loss is basically due to retrieval(pulling it out.)

D. ADVOCACY

- Basic rights for older people
- Local and National
- New Contacts...Whole support system
  volunteering
  political - advocacy..

E. ADJUSTMENTS TO BEING A SENIOR CITIZEN

1. Loss of mate
2. Getting used to retirement
3. Seeking support systems

4. Where does one go to find information on being a senior citizen?

F. OLDER ADULT AS RESOURCE

1. Senior must see self as valuable
2. Capable of learning
3. Resource person
4. Still can influence others.

G. GERONTOLOGY AS A FORUM

1. For more personal discussions
2. Sexual
3. More communication skills generated from introduction to psychology and thus avenue for use in nursing homes
   Enjoying our age
   Everyone is not privileged to grow old
4. Changing pay-off for education
   as a job to something
   Internal
   Ultimate goal of senior education is internal
   Bonus aspects (typing skills, art skills,
   (physical education benefits).

EFFECTIVE METHODS OF INSTRUCTION

Jeff McAnall & Marge Van Auker

People introduced themselves with short backgrounds given.

Jeff asked if anyone had specific problems - none at this time.

Handouts given:

Adult Learning Characteristics and A good teacher of Adults is...

Used list of problems from In-Service, 84 people present.

#1 Physical Health Problems

Arrangement of classroom important.

Must have an insight of students health problem.

Hearing Difficulties - how can these be overcome

A. Talking books given to people during class time,

B. Portable mikes.

#2 How to Overcome the Feelings of Insecurity and Low Self Esteem

Praise of the good things.

Initial feeling of inability - therefore teacher must reinforce.

Use short range goals so each student could feel a success.

#3 Spontaneous, Opinionated, Talkative Students

Let these students participate but in an organized manner without infringing on rights of other students or teacher.

(#3 Spontaneeus, Opinionated, Talkative)

Direct them back to the subject at hand unless they feel the subject at this time is more important.

Be respectful, diplomatic - never let them feel put down

A. Raise hands if they have something to say

B. Stand at a point in the group so each has a turn

C. Students do reinforce others manners.

Points disrupting each other - personality clashes with others, what to do???

Let them know everyone has a right to be in the class - don't infringe on the teachers right to teach.

#4 Easily Distracted; Limited Attention Span, Variety, Breaks,

use diplomacy when necessary to interupt - short lecture, movie, etc.- more personal (small group) talks - active participation.

Students and teachers are different with different methods.

#5 Frugal, Concerned about Finances

Keep things simple with requiring money needs - field trips that are FREE.

#6 Cliquish, Easily Intimidated

Moral support for each other but allow interaction with others - Make New Friends.

Find means to explore and express the means each person has.

#7 Fear of Tests

Let them make up their own ideas by asking questions during a class.

IDEAS

Might give in a series the same test - open book - closed book - take home.

#8 More Casual Personal Environment

#9 Wide Experience - From Which to Draw

Use their resources to make the class more creative.

NCOA tapes and books (a humanities series for seniors).

Build on past experiences.

#10 Motivation

Reasons differ for students being in class.

Try to draw them out and use them in class planning.

42 - 63 check pages in manual.

#11 Length of Classes

How is time used - length of class, gathering and returning points included in this time??

State only tells you for X hours.

Number of hours required is a local determination made through the school board.

Shorten class time and go on a tri-semester.

The school budget year begins July 1, and runs through June 30th.

In these summer sessions have a lighter type work and outside classes.

Staff of Nursing Homes not too happy about summer classes going on in their facilities.

Social Science

20 people

Jeff McAnall, Carol Craven, Ann Szumigala

Carolyn Lavoy introduced the speakers:
One of the first questions raised was what credits are required. It was explained the requirements in the nursing homes met the requirements established by the local board of education for the "regular" K through twelve program.

American Government (Ann Szumigala)

This course is taught using the same material that is used in the senior centers. Ann does allow for flexability among her students. The basic objective of the course is to have the students understand what American government is about and to get them involved in current issues.

One of the main resourses is a weekly newspaper "News for You". Movies and filmstrips are also used.Student surveys are taken to find the needs and the interests of the students. The aim of the class is to make it relevant to the students.

The students are often surprised by how much they have forgotten about government. In the nursing homes it may take much longer to see gains made by the students. Most people have been left alone and this makes them go into a shell. The teachers try to make these people participate in life again. After a year the teachers have a better insight to what goals should be set for the students.

Changing Values (Sociology) (Jeff McAnall)

The N.C.O.A. books and tapes are used in this class. Reading along with the tapes is the most effective method in this class. The students seem to absorb more. The class avoided some subjects at first but, later it was found that the students have a need to talk about sensitive issues. They have a need also to express themselves.

Law Classes (Ann Szumigala and Jeff McAnall)

There is not enough material that would be relevant to nursing home students to have this class run a full year. It does work well in the senior centers.

Some of the material covered in the law class is:

Medicare
Social Security
Wills and Estates

Resources:

Banks
Aging Alert(page 86 of the training manual)
IRS
Accountants

The idea of the class is to inform the students of their rights. They are not pressured to accept anyone's ideals or consumer needs if they are different from their own.

SOCIAL STUDIES WORKSHOP

AMERICAN HISTORY SESSION

I. **Explanation of course content:**

The course is changed each year because so many of the students are repeating the course.

II. **Methods:**

A lot of discussion is encourged. The students use NCOA materials which are designed to "trigger" the memories of senior citizens.

The use of films in nursing home classes can often replace textbook reading if reading is difficult for the students. The sound in film from a projector also helps students with hearing problems since it can be made much louder than the teachers' own voice.

III. **Handout at session:**

A handout of an essay by Margaret Mead was distributed. In it she makes the point that grandparents have a duty to pass on to their relatives their experiences. It is important that senior citizens, especially those physically limited, feel they still have a contribution to make to others.

IV. **Question & Answer:**

During this part of the session several questions were directed at the history course:

(1) One woman felt that her students weren't capable of participating in a history course to the degree that students had to participate.

I responded by telling her of the changes I have seen in my students over a period of three years. It takes nursing students a little longer to get involved and to adjust to a new teacher and subject. I've seen this involvement carried over to an interest in the outside world and news events. Nursing home students are very isolated and it takes time to re-involve them.

(2) Another question was concerned with allowing the students to share their own experiences in the classroom. They wanted to know how far the teacher could go with this method.

I answered that specific questions are asked for the students to respond to in class. Sometimes the students get carried away with their own life, but the other students can still learn from this type of discussion. The biggest problem is dealing with emotions that are aroused by old memories. This is especially true when students talk about the hardships of the Depression. The students should be able to see how their past experiences were part of history and shaped by historical events. They also need to deal with current events because too often persons in nursing homes only talk about the past.

HEALTH & PHYSICAL ACTIVITIES

ROOM A

Chris Wilds -

Sue Sacks - Dance Classes in Senior Citizens

Sue Ripps - Nursing Homes and Weight Watchers in Centers.

Records, books, and games were displayed on front table for later viewing.

Chris teaches senior citizens - the physical end along with a paramedic who teaches the health.

Objective is to teach toward a skill rather than a competitive game.

*Demonstrations of things to use in class that can be made: paddle out of nylon and coat hanger to hit fluff ball (tape bottom of nylon onto coat hanger) strike balloon with paddle. Then use ping pong ball to hit, use paddle to hit homemade yarn ball Make ball firm.

Play catch with yarn ball - larger ball for less able students. Use various size balls.

Exercise example

Hand dexterity - use one hand to crumble newspaper sheets (more sheets for larger man's hand) then tape into ball to hit and toss.

Outline of a typical class -

Presentation - verbal and demonstrate how - to - do the activity.

Then "stations" of several skills or games with smaller groups of students.

More ideas:

Paint sticks with plastic streamers, use on ends - use in swing arm exercises and hear results.

Stretch panti-hose to hold onto, to use in stretching and bending exercise.

Lynn Ritter -

Seniors cannot exercise for 2 and 1/2 hours.

As part of team teaching, therefore Lynn teaches health.

She teaches 5 areas.

Let students choose objective - Seven of 5 areas

1. Knowledge of systems and function of normal body of senior
2. Awareness, etc. symptoms, treatment of specific diseases
3. Nutritional background to = a sound body
4. Ability to know how and where to find necessary medical treatment.
5. Understanding of basic 1st Aid
6. 5 and 1/2 Basic safety knowledge in home
7. Know what facilities are available
8. Current events in medical field.

Example of teaching Unit - heart will cover:

a. What is normal heart

b. Diseases of heart - definition, signs and symptoms, diagnoses and treatment

c. Use medical terms and define these words

d. Define kinds of medications

e. Diet

f. Prevention of heart attack.

A book she uses a lot: Health in Later Years by Robert E. Rothenberg M.D.

Presentations - Use publications (books and magazines) dittos, trasparancies..

Nursing Skill books - published by

Intermed Communications Inc.
Horsham, Pennsylvania Series Editor
Pat Chaney.

Teachers use and make their own materials, use resourses in community - school, library.

*Use nurses in team teaching to teach health.

Use pharmacists, chiropractors, American Cancer Society.

Lynn is a nurse but teachers can use community resourses:

Manual of Emergency Care - by Barber and Budossi

Sue Ripps - Weight Watchers in senior centers.

The class covers:
- A. a lot of nutrition
- B. exercises 1/2 hr. to 45 minutes (each class is different).

1. Food preparation - how to cook a "diet" dish, cook and taste new food in order to change their food habits, include handouts of recipe which goes into class workbook.
2. Discuss health problems in conjunction with diet.

3. They will discuss different diets.

C. Write their story about being "fat", how and why they feel about being fat or when they began to be fat.

Sue Sacks:

Hand out of Syllabus

Kinds of Dancing

Square Dancing is real popular.

Beginners learn 1st 50 steps.

Advance learn another 25 steps:

Circle, Mixer Dancing

Folk Dancing, "Ethic"

Disco Dancing.

Main objective - teach them to dance in order to dance socially.

Teach them how to listen - not a social class.

Teach dancing to increase heart's ability to pump blood = HEALTH.

A major problem is noise in dance area.

This year the class planned and worked on Folk dancing with costumes and food.

Also a brief Dance History was presented 1st semester. Nutcracker Suite was a field trip for the program.

Adapt to abilities of students

Blind student dances with advanced square dancer.

Leader cannot say "Watch Me", must use vocal description!!

Student was a dancer before being blind.

Excellent Record Player

Tempo control can slow record down

Always use microphone for the hearing impaired.

Demonstration by Seniors

1. Exercises begining with fingers to hand, wrist, shoulders etc.
2. Disco
3. Square Dancing - usually walk through or listen to to remind them of a record they have learned.

Question: How is class time arranged - can't dance for 2 1/2 hrs. of class periods?!

Take turns - do one dance then sit out one.

There is a "coffee" break 1/2 through class.

Begin with exercises, disco, circle, etc., end with square dancing.

Question: How do you:

1. Recruit students?
2. Is this a high school completion class?

Are seniors embarrassed to be in high school completion?

Announcing to the world that they haven't complete education?

Answer - because funding is for those who haven't completed high school they do sign up.

THOUGHTS OF A GRATEFUL SENIOR STUDENT

Michigan seniors are lucky today,
With many advantages coming our way
Now there are classes for you and for me -
In literature, cooking, and history
Also ceramics, Bible study and art
With each year more of us taking part
We're looking ahead to the day we go home
a clutching at last, that high school diploma!!

Carol Ann -

Art, History, is a subject useful in a Nursing Home environment.

Two students-- Loretta W. } participated in discussion
Dorothy B.

Teaching Methods: colored art slides (Cave & Egypt = beginnings)-hearing impaired sit close. Handouts are given. "No naps, please!" ex: Symbolism = given a self-explanatory hand-out. Illuminating Bibles was task used to co-relate theme with skill. Religion is a universal theme.

In another class, students copy (Xmas cards, pamphlets), use any resource to stimulate interest.

Study of oriental symbolism - Knowledge contributes to appreciation!

Field trips to Toledo Museum (not Nursing Home classes) - Teacher brings discussion questions for directed observation.

Evaluation methods: Art folder

Attendance

Attitude & Participation

Possible Resources:

Stress alertness for free or very cheap learning materials - gave view of $11 kit available.

Large art posters are available especially for sight impaired. Could be used as bulletin board -

Students Comments: After impressionist study

Loretta W. - Renoir - copy

(3 yrs. in our program)

We approach art by copying the masters.

Loretta enjoys slides.

Dorothy B. - very first painting Monet - (used a kind of thick water paint) "I cannot do it" is not an excuse.

* try to use water soluable material (non - toxic)

Judy S. - commented - 2nd semester when you do drawings, do you feel a need for knowledge of new technique?

Doroth B. - read her poem (included)

Warren Kowalka

Teaching from creative view (personal decision making.) not in dispute with Carol - rather another aspect of technique. (Gave hand-outs (2 pages) toxic materials* -)

*Warned about sensitivity of older nursing home students.

Demonstrated (Dycem)

Suggested acrylic paints and pastel chalks. Also the use of "guns".

The students present at the session were asked if there was any project they preferred.

Dessie- She enjoys drawing. " If I can imagine something, I can draw it, or at least I try."

Iva- She likes to paint. "I'm not a very good drawer."

Henry- He demonstrated a special holder he used because of an impaired hand. He can put a pen,pencil or paint brush in it. The therapist at the V.A. hospital taught him how to use the holder.

Warren showed some art work of seriously impaired students and discussed the progress he had made with one student.He said he needs a small class to work individually. He concluded that students retained more than often was observable.

Judi was asked if nursing home personnel wanted holiday decorations and crafts or a high school equivalent class. Warren said that some of the activity directors would like to see more crafts.

Warren showed a banner it took three weeks for his students to make.At a cost of $30.00 it was more expensive than most crafts.

Lynn Ritter discussed team teaching. She said the arts and crafts classes complimented each other. She enjoyed the socialization in the class that is not found in other classes.

Lynn said the students often use their crafts as gifts. She warns them not everything is going to turn out right all the time. She plans tasks to meet the individual student.She does not like the "assembly line technique".

Lynn showed some of the classes'crafts: eggshell flowers, salt dough cookies,holiday tableclothes, and a pine cone bird feeder. She warned about the possibility of students eating the material.

Lynn cautioned about using activities that are too childish. She said the students are discerning.

The same students often enroll each year. The content of the course changes each year because of so many repeaters.

The teachers often have an aide to help them. Team teaching is not being done right now because of the extra expense.

APPENDIX EE

Student Comments

STUDENTS, COMMENTS

Bill,

In response to your request in the Senior Spotlight, many of the students in American Government classes at Bedford and River Park have completed the statement, "I am a student in the Senior Adult Education Program and I think ...."

The students at Monroe Convalescent and Frenchtown Convalescent homes, responded with the following comments taken during class discussions about why the government should sponsor classes for senior citizens in nursing homes. Here are their reasons .

Classes are important because they:

Keep us informed about new ideas, review what you had forgotten you knew, expose us to new experiences. Show us new procedures and about new ways of teaching.

Bring places to us since we can't go ourselves.

Provide meaningful use of our time

Give us a feeling of accomplishment.

Provide a deeper understanding of things we learned in school long ago.

Make us more interesting as we have more ideas to talk about when friends and relatives visit.

Make us aware of the needs and problems of others.

Encourage us to help and share with one another.

Teach us things we never had a chance to learn.

Keep us informed about voting and issues.

Keep us alert.

Provide mental stimulation, a kind of therapy, making us feel more confident and competent and less dependent on others.

All agreed that a healthy active mind helped to keep their bodies active and healthier, or else compensated for a body that could not do as much as they wished!

These comments were taken directly from class discussions. They, like the enclosed written response, have not been edited or selected but reflect the students spontaneous and overwhelming appreciation of our program.

Anne Szumigala
Teacher, American Government

Certainly we can learn to use our imagination. Education has been my life, 8 years of grade school, 4 years of high school, and two years of college. I'm still learning even at 73 years of age.

Kathryn L. Quinn

I am interested in the classes that I have attended so far, and will attend all that I can.
Cora Irwin

I like morning classes best, because I get up at 5 a.m.
Blanche Foreit

I like very much what we have to do here. I love all we do in classes, I don't mean maybe. I love all the classes we do here. I love all the work we do in all of the classes, I love all the homework we do here. I love all the workers here.
Elizabeth Mary Auer

I take 5 classes, because I learn from them and I also love Music. So nice, the spiritful and close to the Lord. I like Arts & Crafts we make many nice articles, so nice a project. Yes, and the many movies. So interested. And the exercise class helps us to get stronger and helps to feel good. It also learnes us to be thankful and happy.
Lydia Sperr

I believe the program is a worth-while program. We elder citizens need the therapy of body and mind. Government tells us things we didn't know about our government. In Bible we study what we didn't understand although we had read the part.My favorite is arts and crafts, it gives us a chance to use our hands and minds to create things.
Dee Simpson

Feb. 18, 1981

Dear Mr. Murray,

Even though I graduated 41 years ago, the classes offered here at Frenchtown Convalescent Center have made me realize how important it is to have knowledge. The classes are interesting and make me realize how rusty my brain is. The classes open up new avenues to me.

I also find the classes create a sociability and enable me to engage in conversations that are stimulating to the mind. Without this program life would be dull. You really learn to know others better and become close.

This program has given nursing home patients a new interest in life and a reason for living. We all look forward to classes so we can think about new things. The classes help to revieve our memories.

Yours truly,
Lillian Dunn

Dear Mr. Murray, Feb. 18, 1981

If I hadn't been enrolled in Senior Adult Education at Frenchtown Convalescent Center, I wouldn't have had the chance to get my high school diploma. I really enjoy going to school. I take seven classes. Taking classes eases your mind and helps you keep alert.

When I first started classes, I went to have somewhere to go. But after a while I set my goal to get my diploma. This June I will accomplish my goal. But even after I receive my diploma, I will still keep coming back to classes. I'd even like to get a year of college.

Before, I felt I never had time to go back to school. Now that I'm here I have plenty of time and the opportunity was available.

Its apparent with this program that even though I'm in a wheel chair in a convalescent home, there are still opportunities to get ahead.

Thank you,
Dessie Gallagher

Dear Mr. Murray, Feb. 18, 1981

I graduated in 1980 from the Senior Adult Education Program. I was the first to do so, from a convalescent home facility.

This year I'm back taking every class offered here at Frenchtown Convalescent Center. Why do I keep coming back? ---I like it! -- pure and simple.

Sincerely,
Mabel Hershey

Dear Mr. Murray, 433 Feb. 18, 1981

This is my first year taking classes in Senior Adult Education. I am enrolled in five classes here at Frenchtown Convalescent Center. When I add Life Review as I plan, that will make six.

At first it was curiousity that got me to take the classes. Then I discovered, I was learning things I didn't know. That kept me coming back.

Thank you, Iva Allman

Feb. 18, 1981

Dear Mr. Murray,

When I was in the VA Hospital I was told, "to do everything you can yourself and make valuable use of your time." That's what I am doing by taking classes in the Senior Adult Education Program.

I had a general knowledge of many subjects but now I have the chance to learn more things in detail.

I will graduate in June. This program has given me the opportunity to earn my high school diploma.

A healthy mind means a healthy body.

Thank you,
Henry Schmidt

Dear Mr. Murray,

Feb. 18, 1981

I take all classes offered here at Frenchtown Convalescent Center I like all the things the classes provide. I enjoy learning things.

I'm a person that likes to keep doing something. The classes allow me to do this.

A favorite class of mine is the exercise class. It's good for me because it shows me how to use my muscles.

Yours truly,
Marie Head

Dear Mr. Murray,

Feb. 18, 1981

I like people and the classes offered here at Frenchtown Convalescent Center provide me with a chance to be with people and make new friends.

I enjoy having something to do. I especially enjoy art class. I never had experience in art before, and I discovered how much I like it.

Thank you,
Lillian Dombek

Dear Mr. Murray,

Feb. 18, 1981

Life is so different now that the Senior Adult Education Program is at Frenchtown Convalescent Center. You learn a lot in these classes and the teachers all do their best. The classes expose us to the changes going on in the outside world. The classes keep us in tune with the times.

The classes make you use your brain. Everyone must do his own thinking and that's very educational. There are also enough classes offered so that everyone can choose the classes to their own interest.

We enjoy and appreciate this program.

Sincerely,
Margaret Luzier

Feb. 18, 1981

Dear Mr. Murray,

I have been in classes offered by the Senior Adult Education Program for four years. They are very educational and they keep me learning.

You also have the opportunity to learn how to behave in a social situation.

Yours truly,
Margerite Messon

APPENDIX FF

Student Products

436

Le Journal

Special
Edition

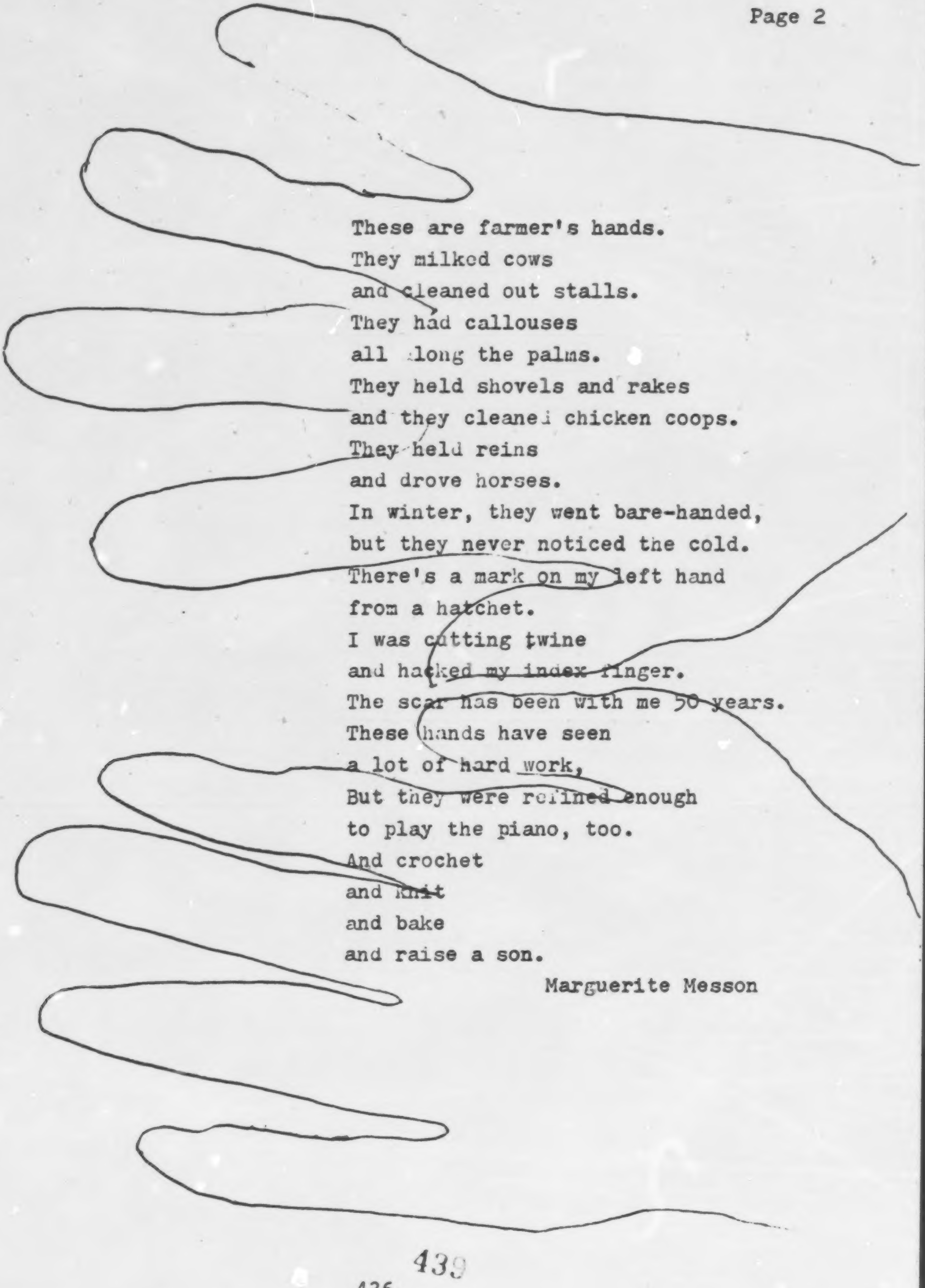
A Publication produced by:
Frenchtown Conv. Center
and
The Lutheran Home
of Monroe

Edited by:
Marge VanAuker, Life Review teacher,
Senior Adult Education Program, Monroe Co.

A life's story can be told by analyzing one's hands. Have you ever really looked at yours? Are they large? Small? Refined? Rough and calloused? Delicate and smooth? Are there scars? Long fingernails? Fingernails lost in painful accidents? Do you wear rings that represent special events in life? etc.

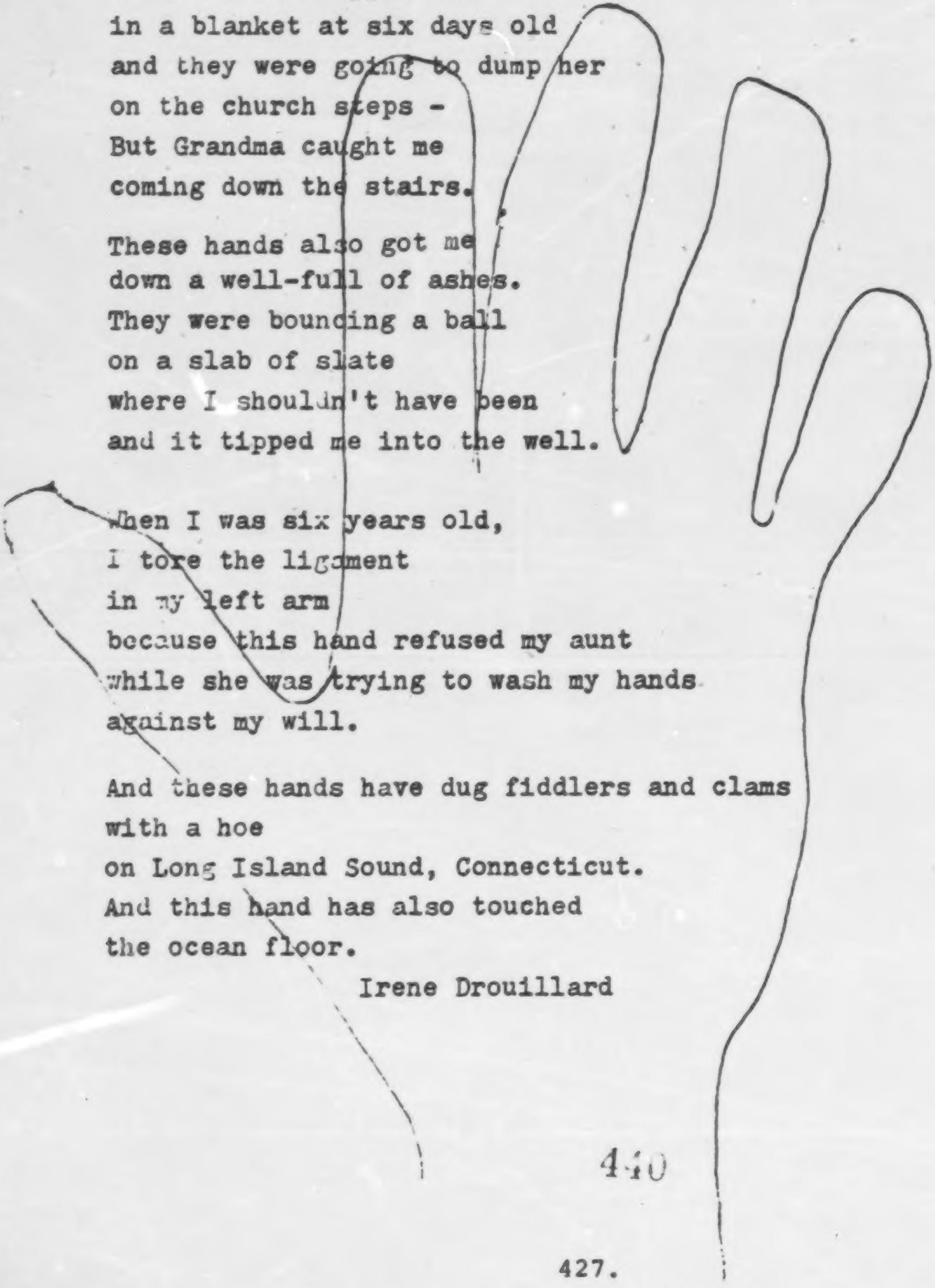
In the next 21 pages you will view hands and their individual stories. These hand prints belong to residents of Frenchtown Convalescent Center and the Lutheran Home, both located in Monroe. The hands are many and varied. Some are paralyzed or misshapened from crippling or arthritis. There are very old hands and not-so-old hands. And hands that are still very active and vital.But best of all, what beautiful stories these hands have to tell.

Marge VanAuker
Life Review teacher



These are farmer's hands.
They milked cows
and cleaned out stalls.
They had callouses
all along the palms.
They held shovels and rakes
and they cleaned chicken coops.
They held reins
and drove horses.
In winter, they went bare-handed,
but they never noticed the cold.
There's a mark on my left hand
from a hatchet.
I was cutting twine
and hacked my index finger.
The scar has been with me 50 years.
These hands have seen
a lot of hard work,
But they were refined enough
to play the piano, too.
And crochet
and knit
and bake
and raise a son.

Marguerite Messon

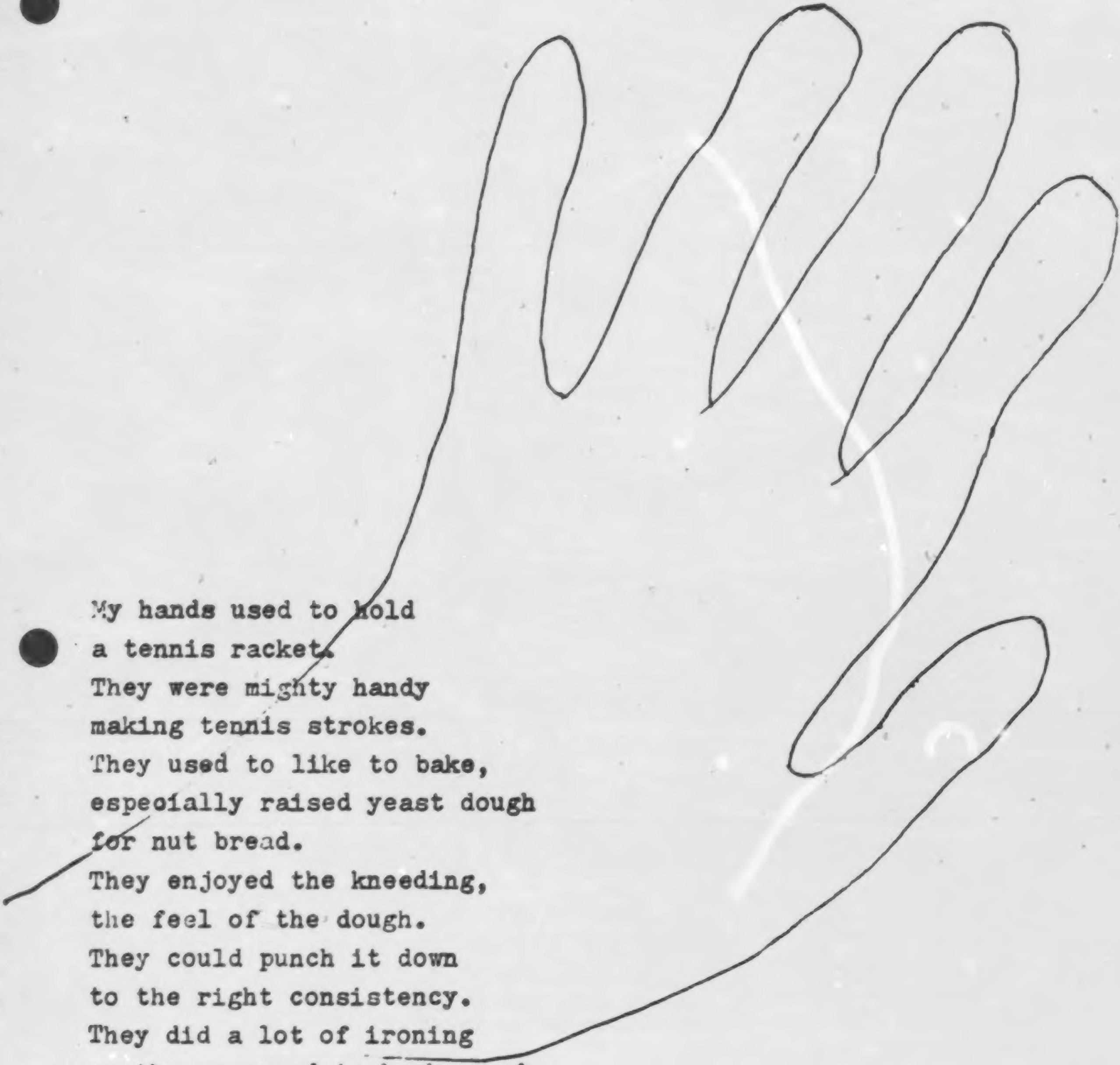


Mine are mischievous hands.
I was mad when my baby sister was born.
These hands wrapped her
in a blanket at six days old
and they were going to dump her
on the church steps -
But Grandma caught me
coming down the stairs.

These hands also got me
down a well-full of ashes.
They were bouncing a ball
on a slab of slate
where I shouldn't have been
and it tipped me into the well.

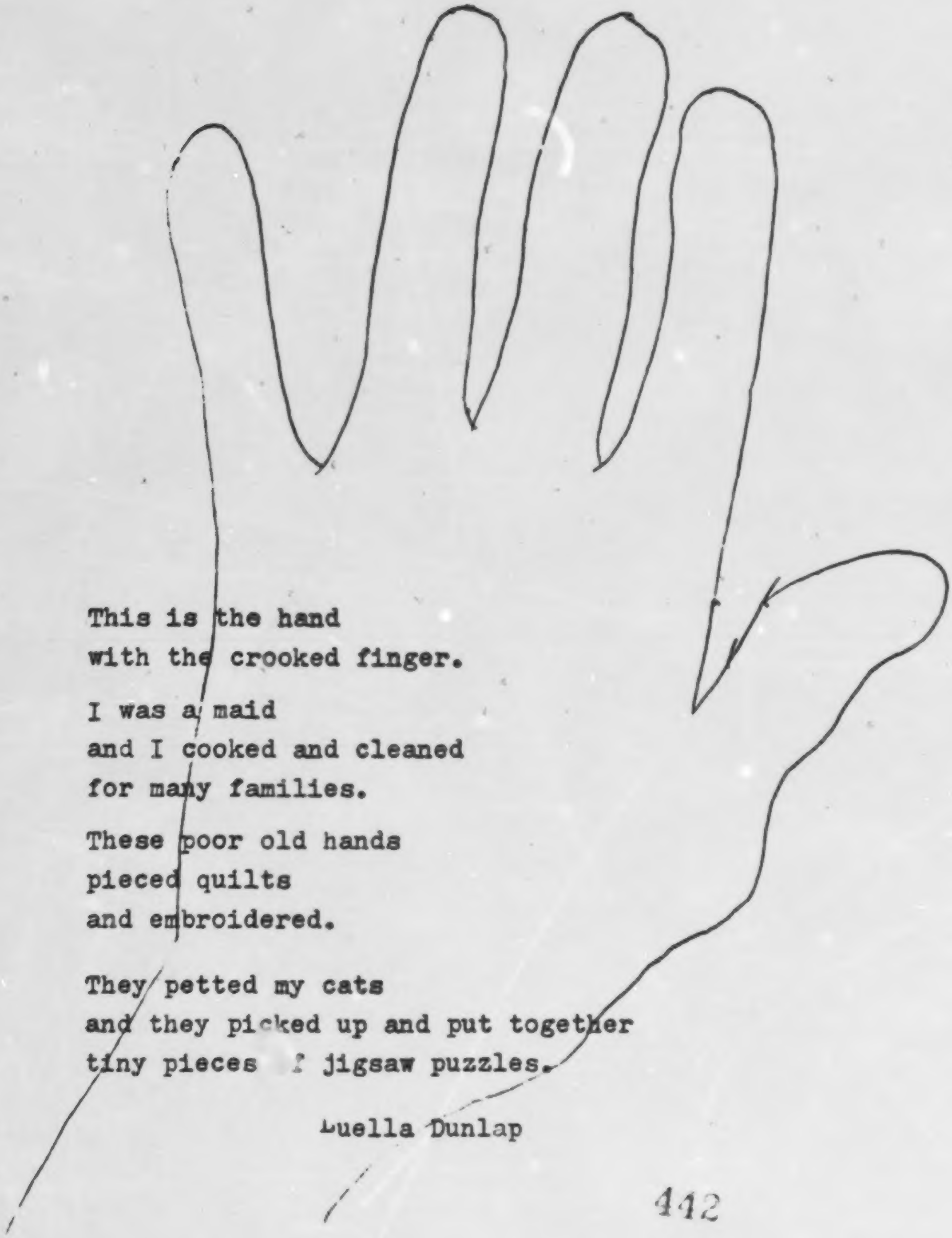
When I was six years old,
I tore the ligament
in my left arm
because this hand refused my aunt
while she was trying to wash my hands
against my will.

And these hands have dug fiddlers and clams
with a hoe
on Long Island Sound, Connecticut.
And this hand has also touched
the ocean floor.
Irene Drouillard



My hands used to hold
a tennis racket.
They were mighty handy
making tennis strokes.
They used to like to bake,
especially raised yeast dough
for nut bread.
They enjoyed the kneeding,
the feel of the dough.
They could punch it down
to the right consistency.
They did a lot of ironing
on the screened-in back porch.
There was an art
to guiding the iron and turning out
a nice piece of work.
They even enjoyed scrubbing floors and walls.
No rubber gloves!
They'd get all red
from the hot water.

Lillian unn 441



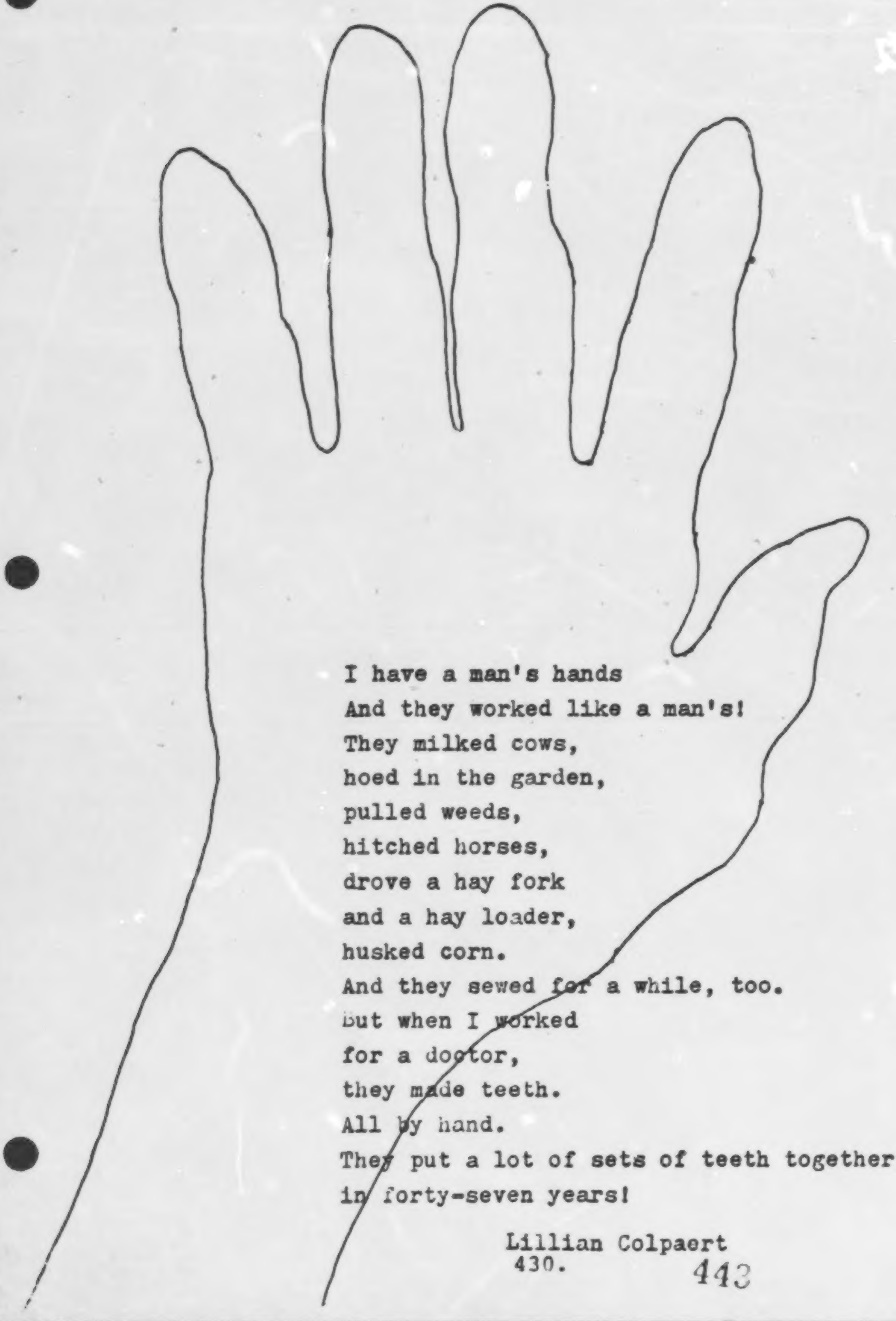
This is the hand
with the crooked finger.

I was a maid
and I cooked and cleaned
for many families.

These poor old hands
pieced quilts
and embroidered.

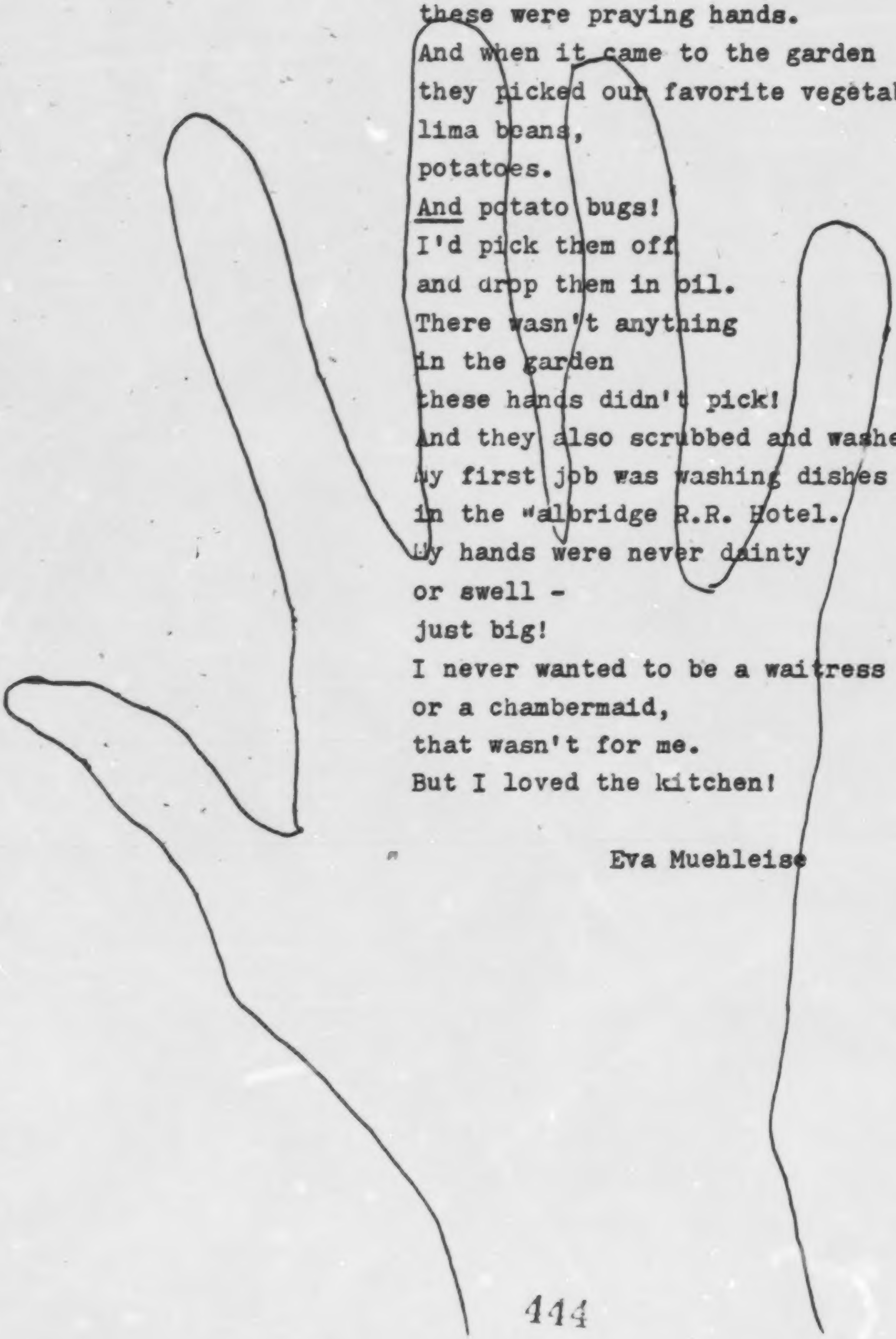
They petted my cats
and they picked up and put together
tiny pieces of jigsaw puzzles.

Luella Dunlap



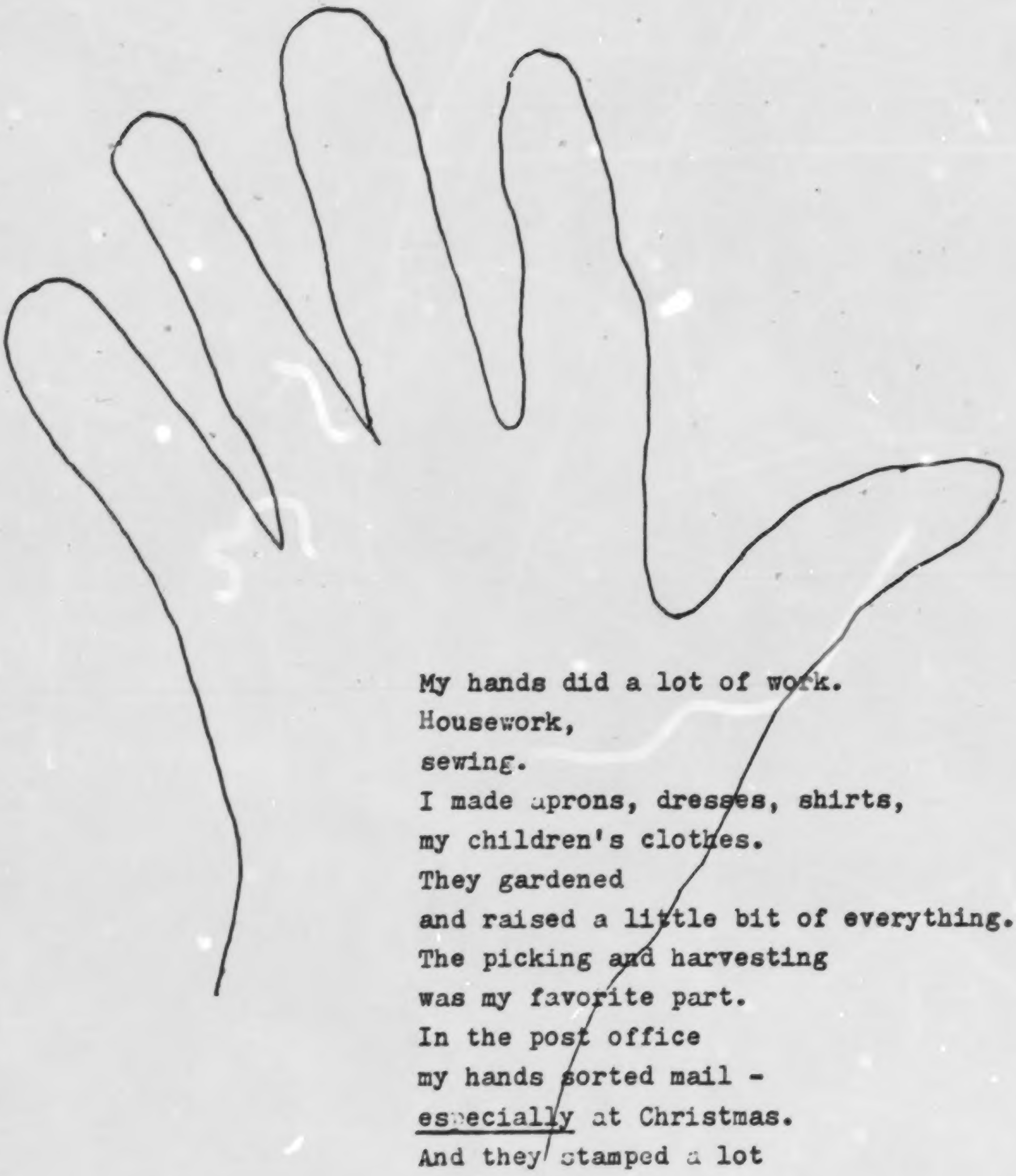
I have a man's hands
And they worked like a man's!
They milked cows,
hoed in the garden,
pulled weeds,
hitched horses,
drove a hay fork
and a hay loader,
husked corn.
And they sewed for a while, too.
But when I worked
for a doctor,
they made teeth.
All by hand.
They put a lot of sets of teeth together
in forty-seven years!

Lillian Colpaert
430.



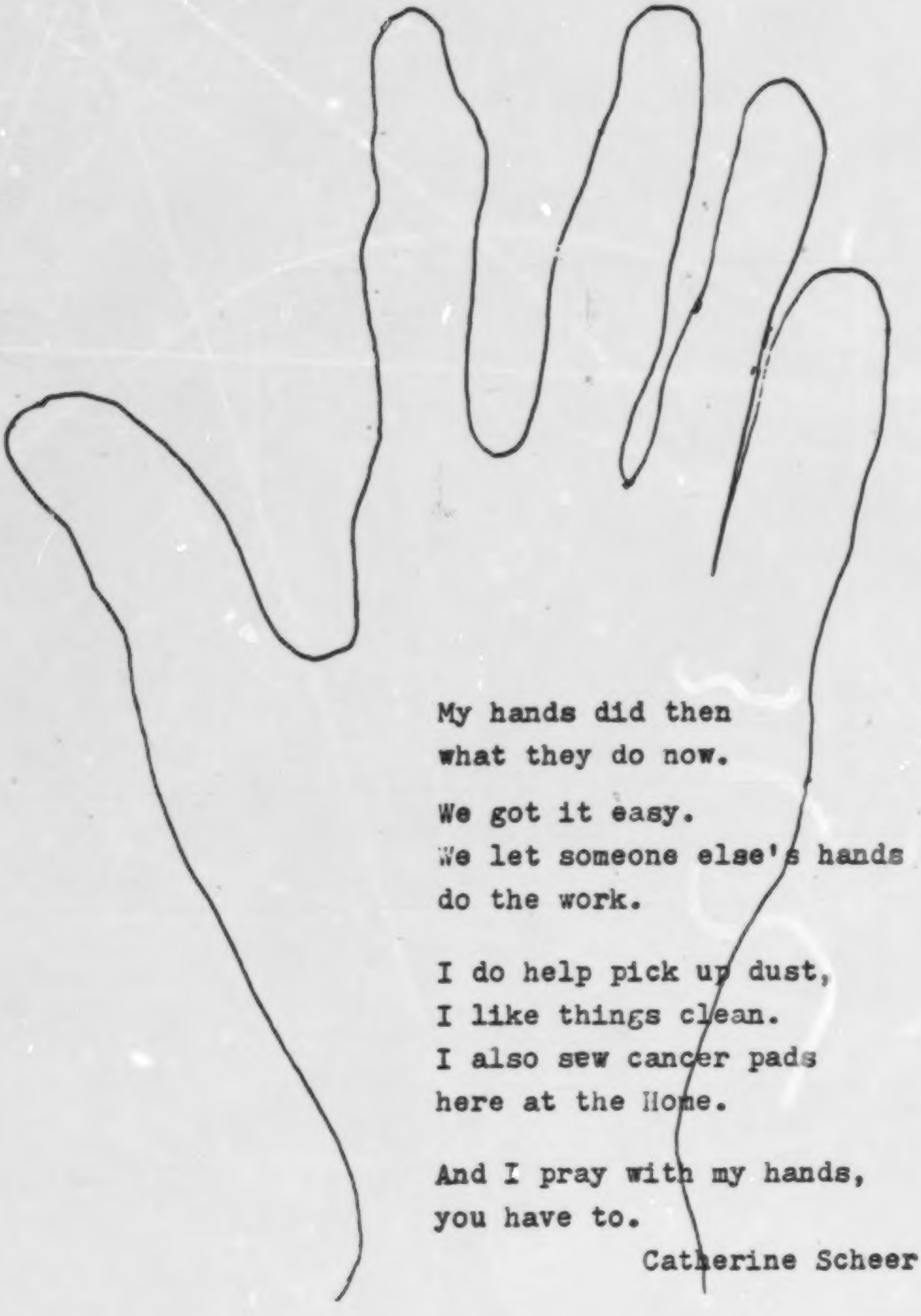
In the beginning
these were praying hands.
And when it came to the garden
they picked our favorite vegetables,
lima beans,
potatoes.
And potato bugs!
I'd pick them off
and drop them in oil.
There wasn't anything
in the garden
these hands didn't pick!
And they also scrubbed and washed.
My first job was washing dishes
in the Walbridge R.R. Hotel.
My hands were never dainty
or swell -
just big!
I never wanted to be a waitress
or a chambermaid,
that wasn't for me.
But I loved the kitchen!

Eva Muehleise



My hands did a lot of work.
Housework,
sewing.
I made aprons, dresses, shirts,
my children's clothes.
They gardened
and raised a little bit of everything.
The picking and harvesting
was my favorite part.
In the post office
my hands sorted mail -
especially at Christmas.
And they stamped a lot
of letters!

Martha Foley



My hands did then
what they do now.

We got it easy.
We let someone else's hands
do the work.

I do help pick up dust,
I like things clean.
I also sew cancer pads
here at the Home.

And I pray with my hands,
you have to.

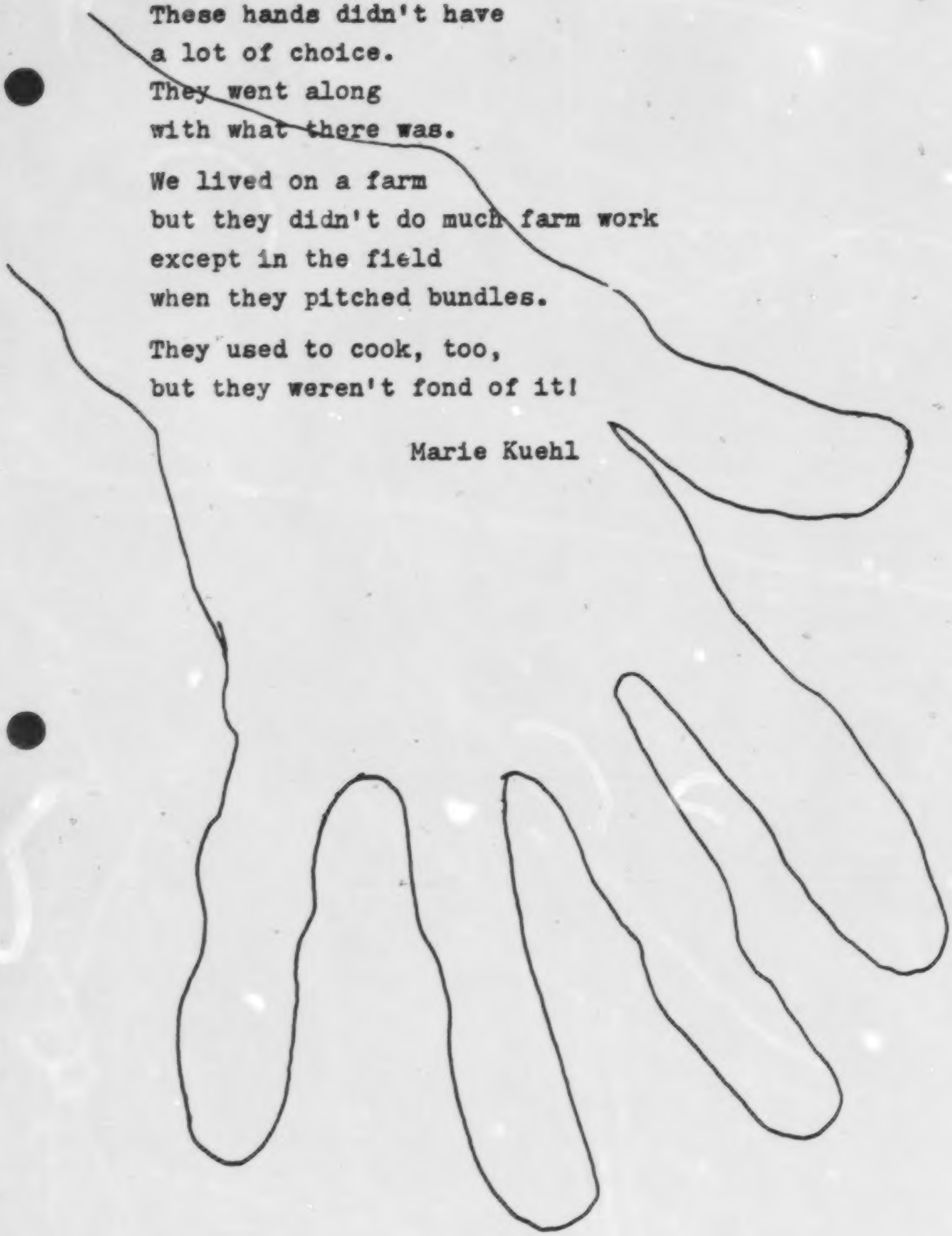
Catherine Scheer

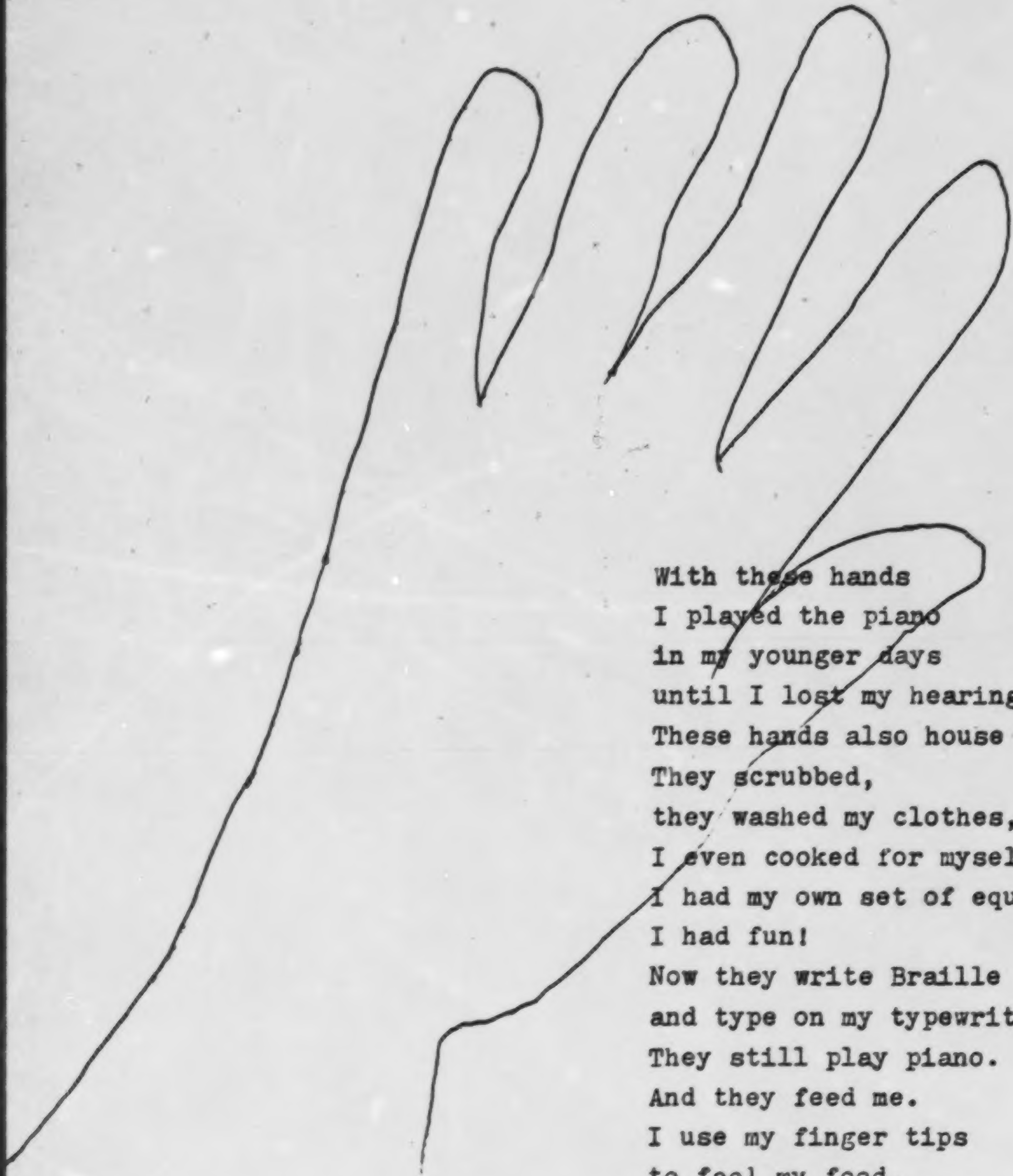
These hands didn't have
a lot of choice.
They went along
with what there was.

We lived on a farm
but they didn't do much farm work
except in the field
when they pitched bundles.

They used to cook, too,
but they weren't fond of it!

Marie Kuehl





With these hands
I played the piano
in my younger days
until I lost my hearing.
These hands also house cleaned.
They scrubbed,
they washed my clothes,
I even cooked for myself.
I had my own set of equipment.
I had fun!
Now they write Braille
and type on my typewriter.
They still play piano.
And they feed me.
I use my finger tips
to feel my food.
I never spill anything
on the table or floor.
I even traced
my own hand!

Margaret Weiher

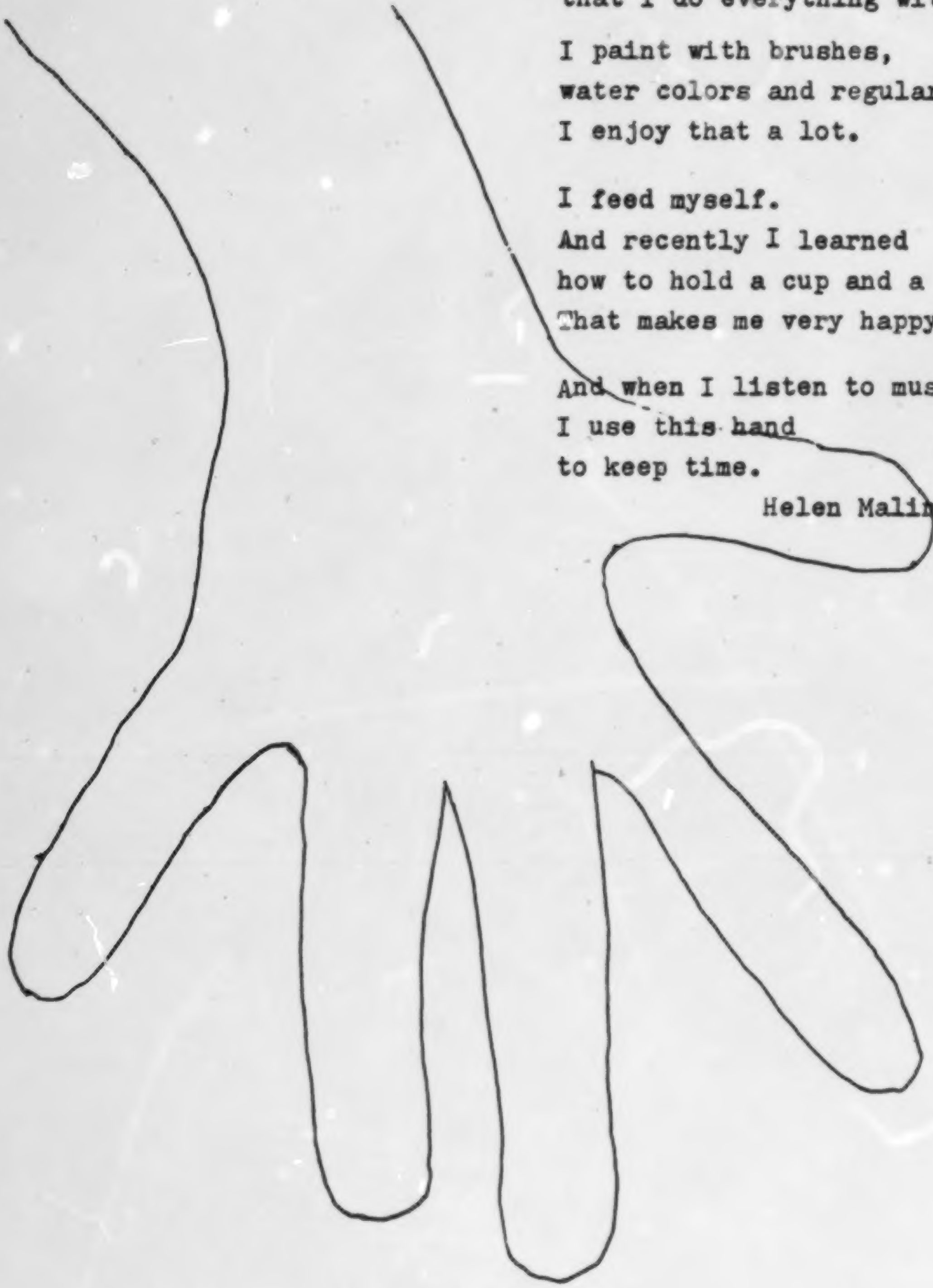
This is my good hand
that I do everything with.

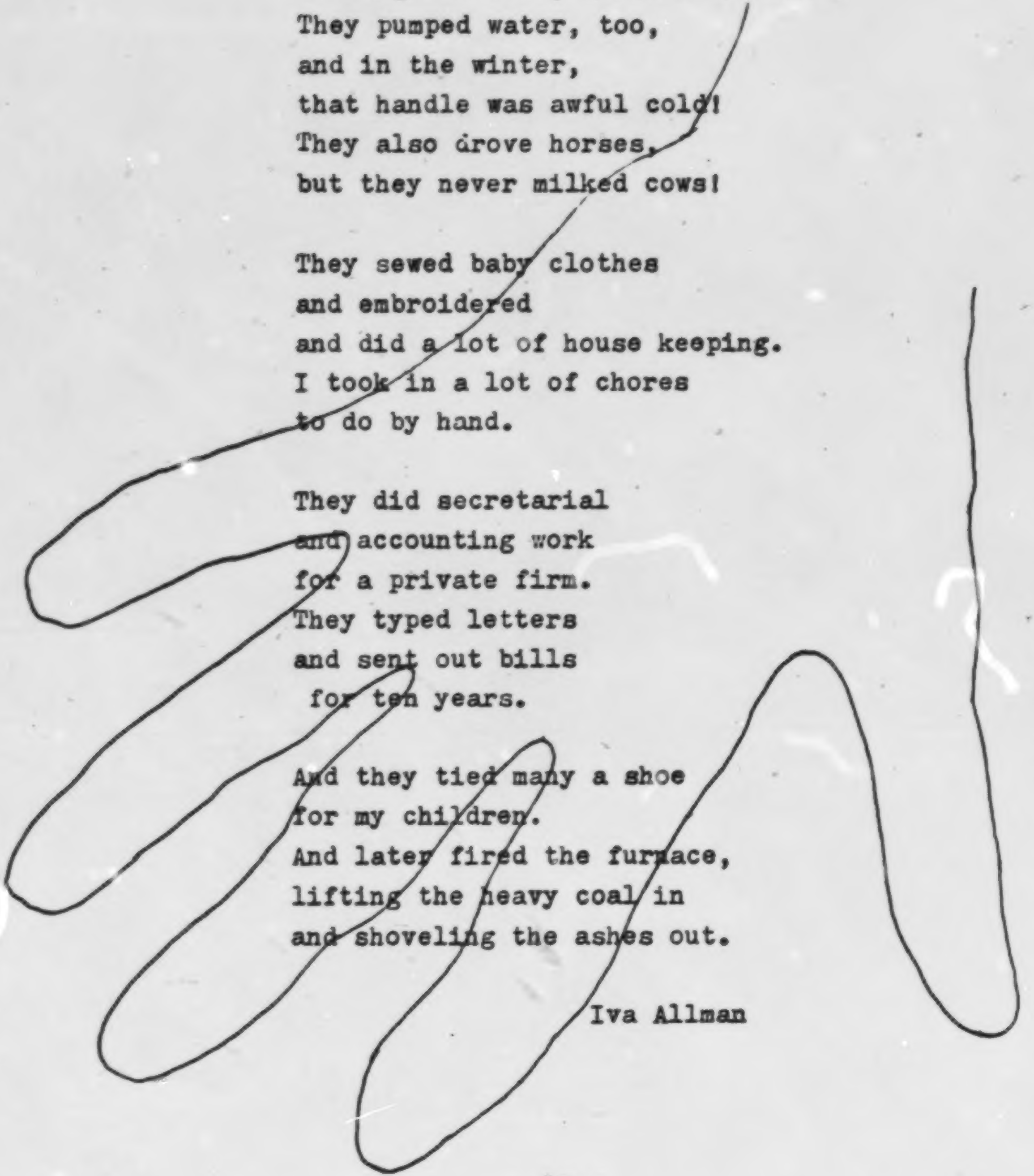
I paint with brushes,
water colors and regular paints.
I enjoy that a lot.

I feed myself.
And recently I learned
how to hold a cup and a glass.
That makes me very happy.

And when I listen to music,
I use this hand
to keep time.

Helen Malinowski





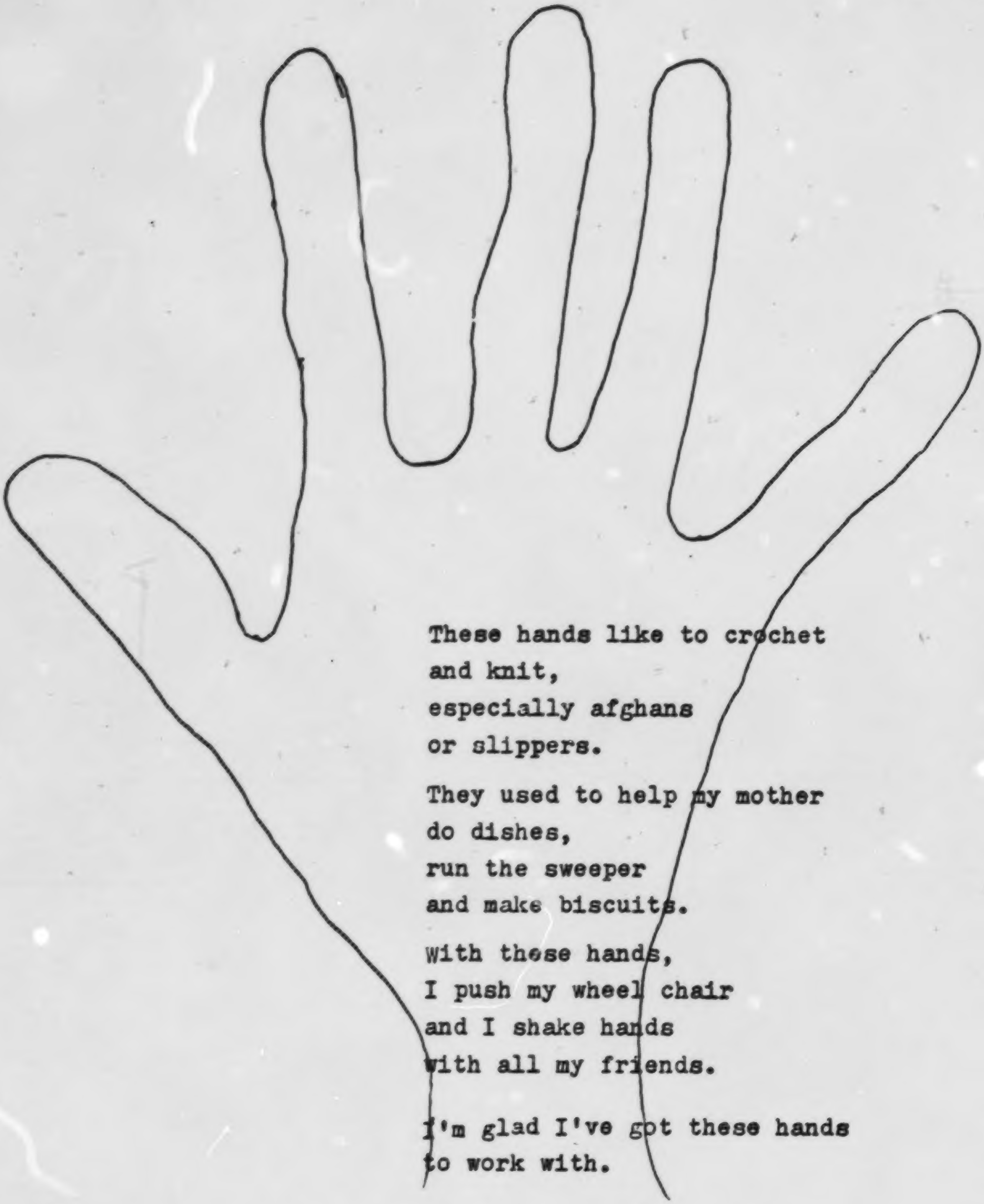
When I was a kid,
these hands played ball.
And they did farm work,
feeding the cows, horses and ducks.
They pumped water, too,
and in the winter,
that handle was awful cold!
They also drove horses,
but they never milked cows!

They sewed baby clothes
and embroidered
and did a lot of house keeping.
I took in a lot of chores
to do by hand.

They did secretarial
and accounting work
for a private firm.
They typed letters
and sent out bills
for ten years.

And they tied many a shoe
for my children.
And later fired the furnace,
lifting the heavy coal in
and shoveling the ashes out.

Iva Allman



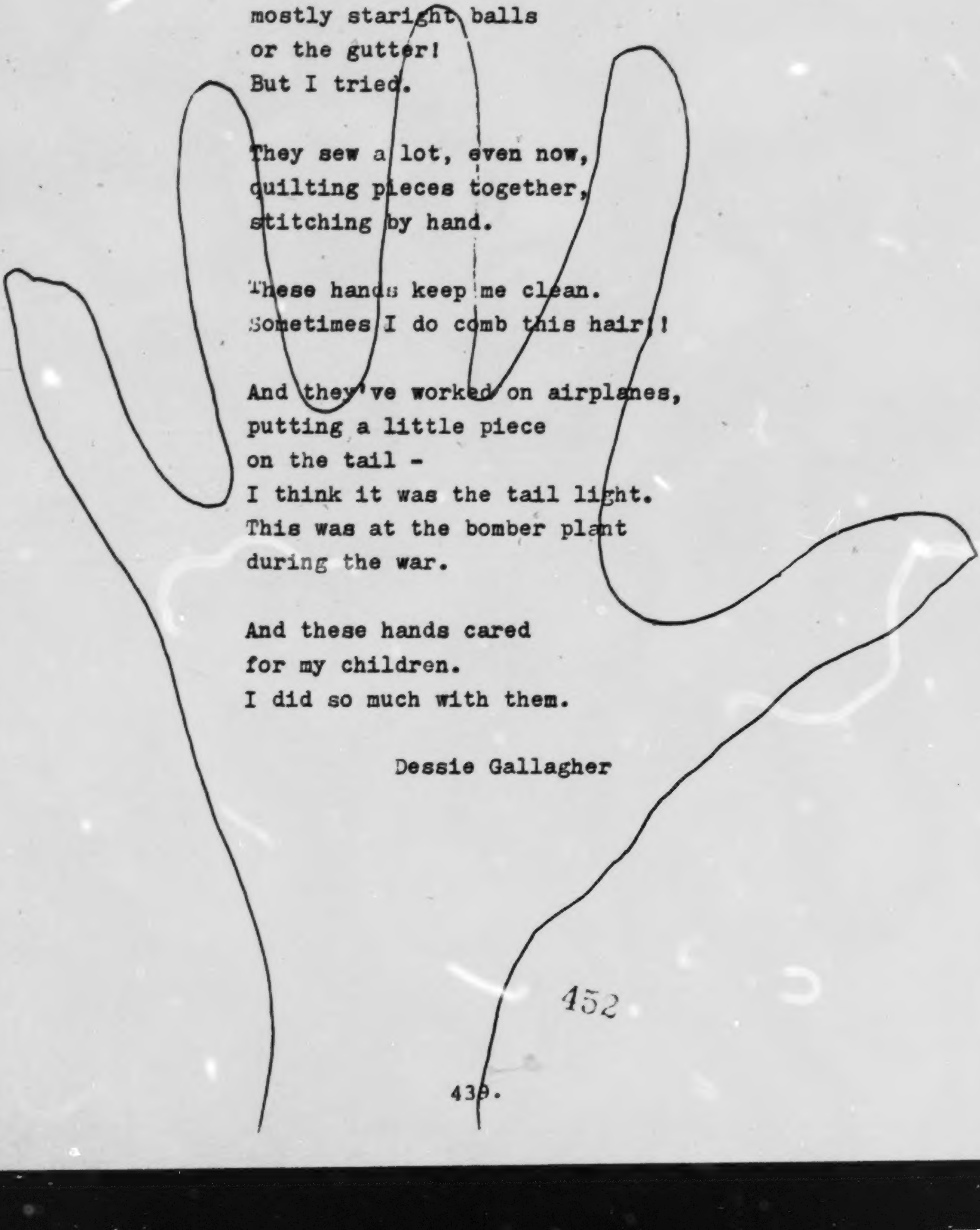
These hands like to crochet
and knit,
especially afghans
or slippers.

They used to help my mother
do dishes,
run the sweeper
and make biscuits.

With these hands,
I push my wheel chair
and I shake hands
with all my friends.

I'm glad I've got these hands
to work with.

Margaret Luzier



These hands have gotten into everything!
They baked many loaves of bread,
garlic bread every Sunday
for company.

They used to bowl,
mostly staright balls
or the gutter!
But I tried.

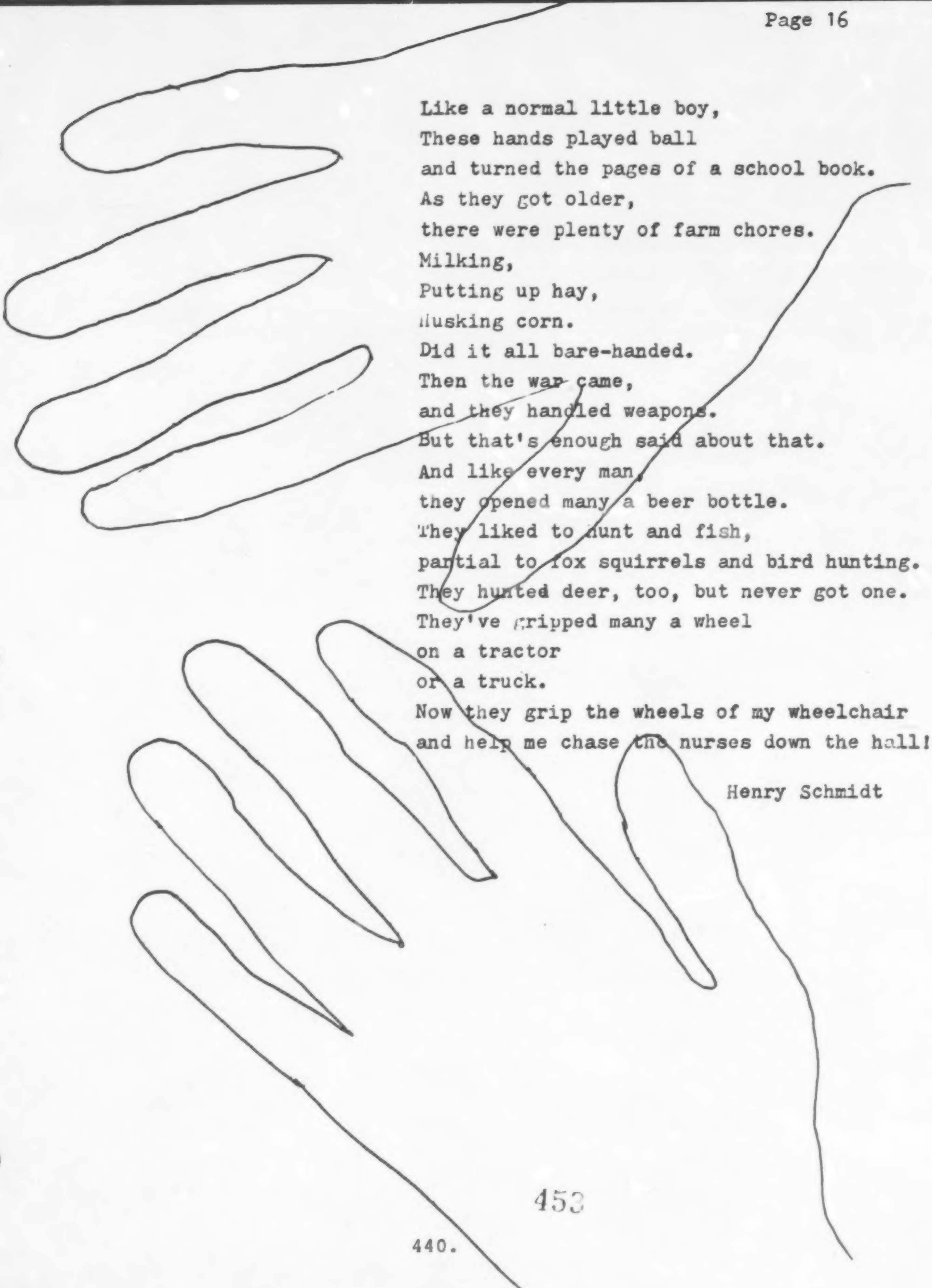
They sew a lot, even now,
quilting pieces together,
stitching by hand.

These hands keep me clean.
Sometimes I do comb this hair!!

And they've worked on airplanes,
putting a little piece
on the tail -
I think it was the tail light.
This was at the bomber plant
during the war.

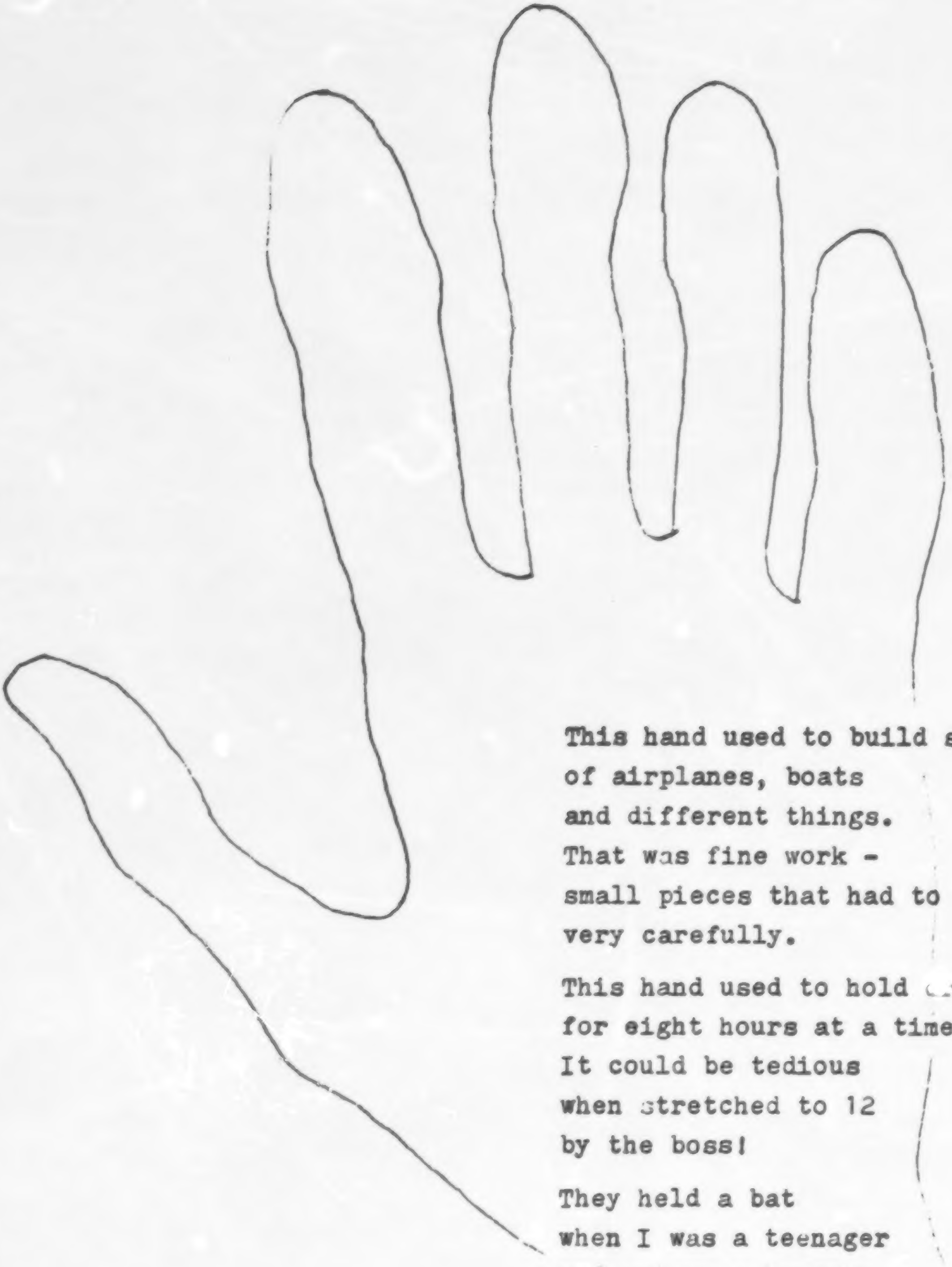
And these hands cared
for my children.
I did so much with them.

Dessie Gallagher



Like a normal little boy,
These hands played ball
and turned the pages of a school book.
As they got older,
there were plenty of farm chores.
Milking,
Putting up hay,
Husking corn.
Did it all bare-handed.
Then the war came,
and they handled weapons.
But that's enough said about that.
And like every man,
they opened many a beer bottle.
They liked to hunt and fish,
partial to fox squirrels and bird hunting.
They hunted deer, too, but never got one.
They've gripped many a wheel
on a tractor
or a truck.
Now they grip the wheels of my wheelchair
and help me chase the nurses down the hall!

Henry Schmidt

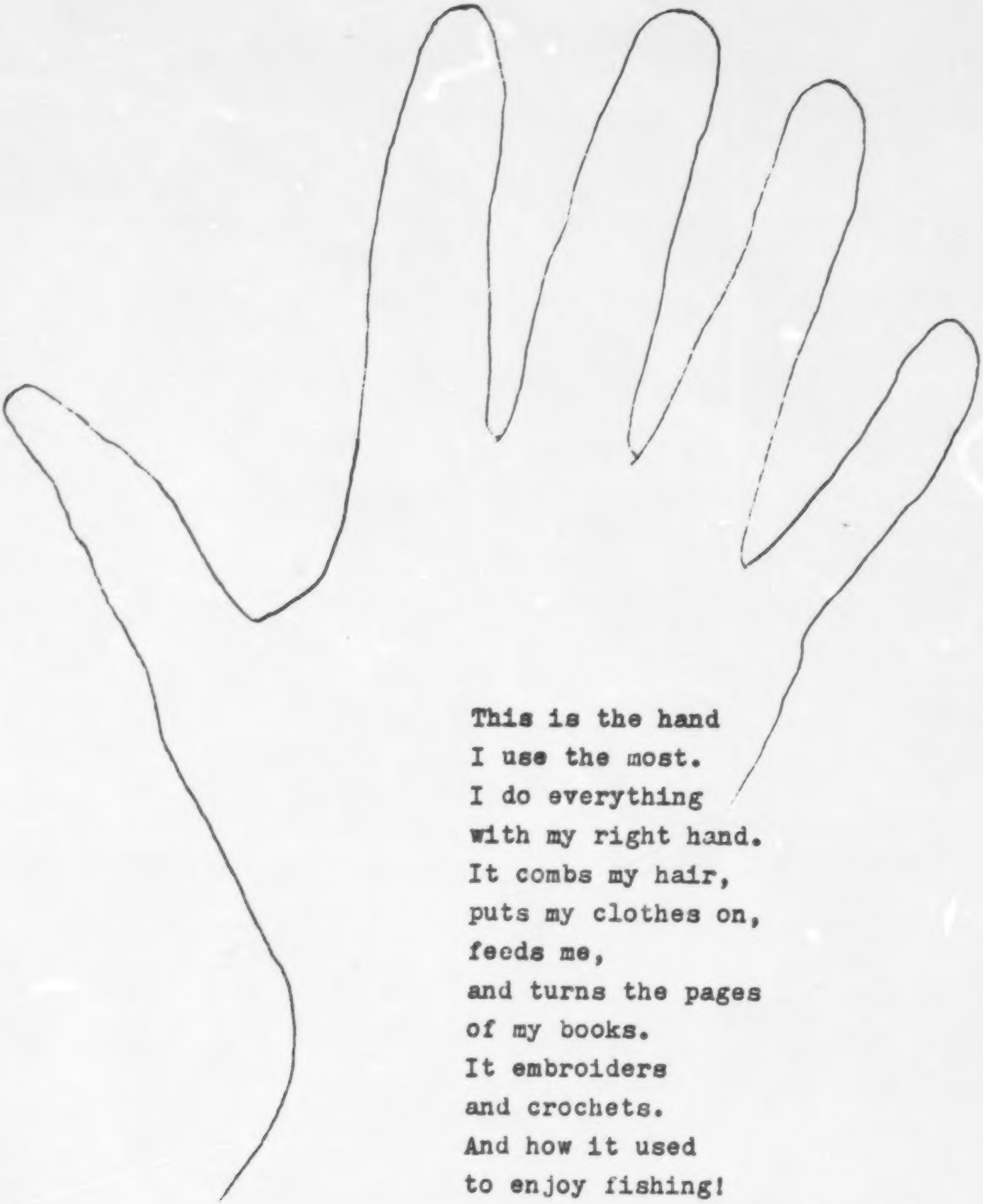


This hand used to build scale models
of airplanes, boats
and different things.
That was fine work -
small pieces that had to be placed
very carefully.

This hand used to hold drafting tools
for eight hours at a time.
It could be tedious
when stretched to 12
by the boss!

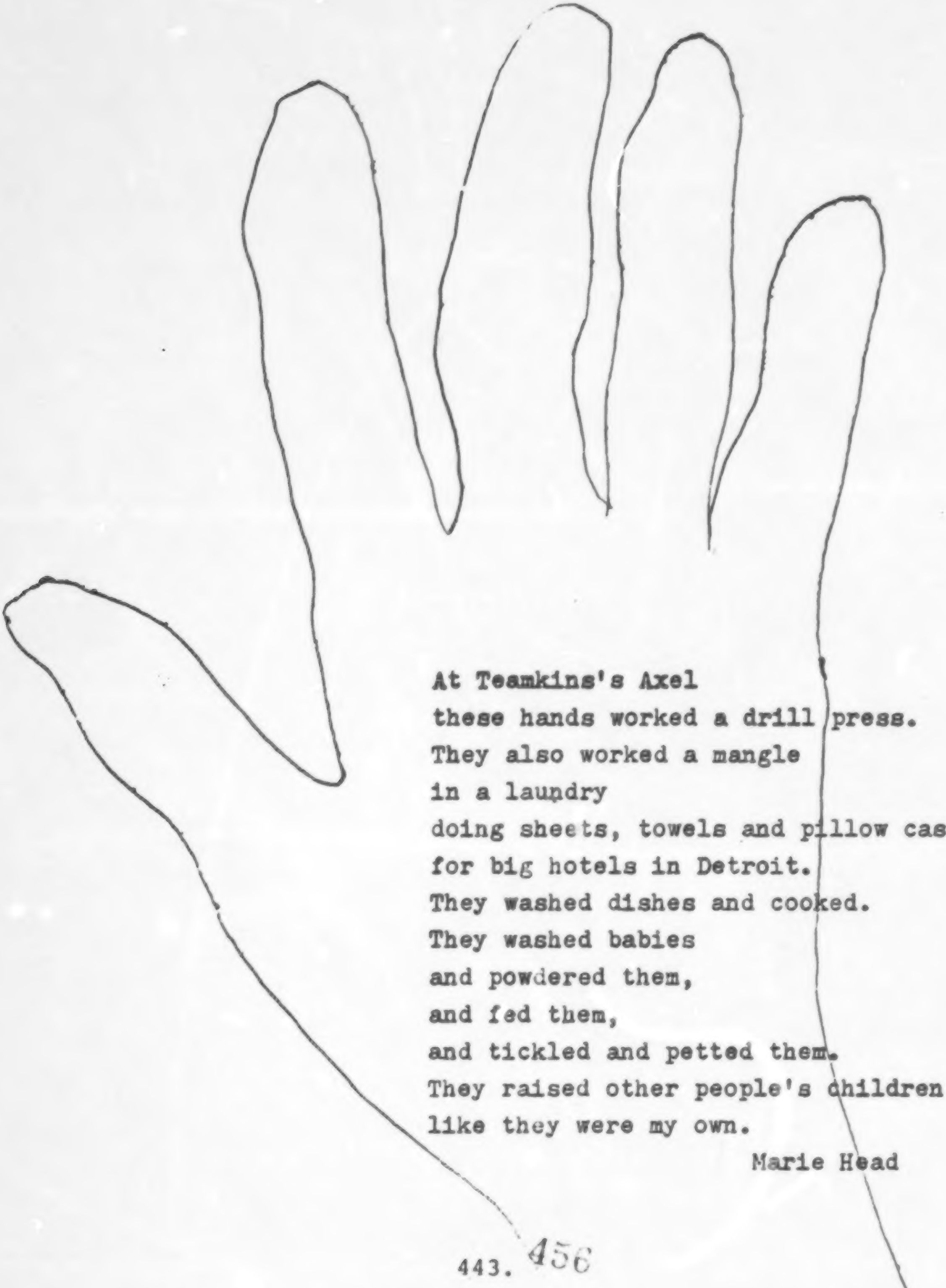
They held a bat
when I was a teenager
and got me a homerun
once in a while.

John Eadie



This is the hand
I use the most.
I do everything
with my right hand.
It combs my hair,
puts my clothes on,
feeds me,
and turns the pages
of my books.
It embroiders
and crochets.
And how it used
to enjoy fishing!

Lillian Dombek



At Teamkins's Axel
these hands worked a drill press.
They also worked a mangle
in a laundry
doing sheets, towels and pillow cases
for big hotels in Detroit.
They washed dishes and cooked.
They washed babies
and powdered them,
and fed them,
and tickled and petted them.
They raised other people's children
like they were my own.

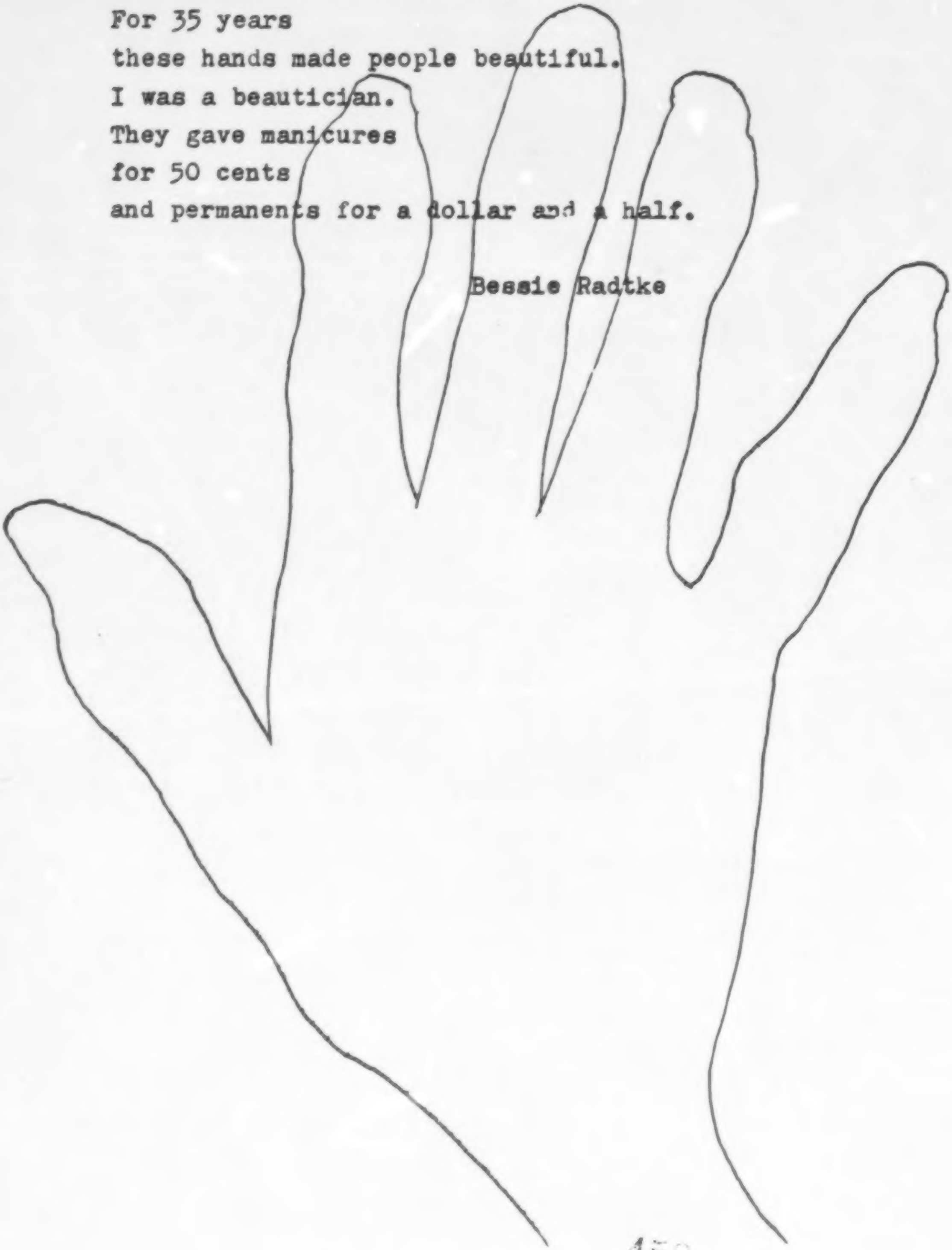
Marie Head

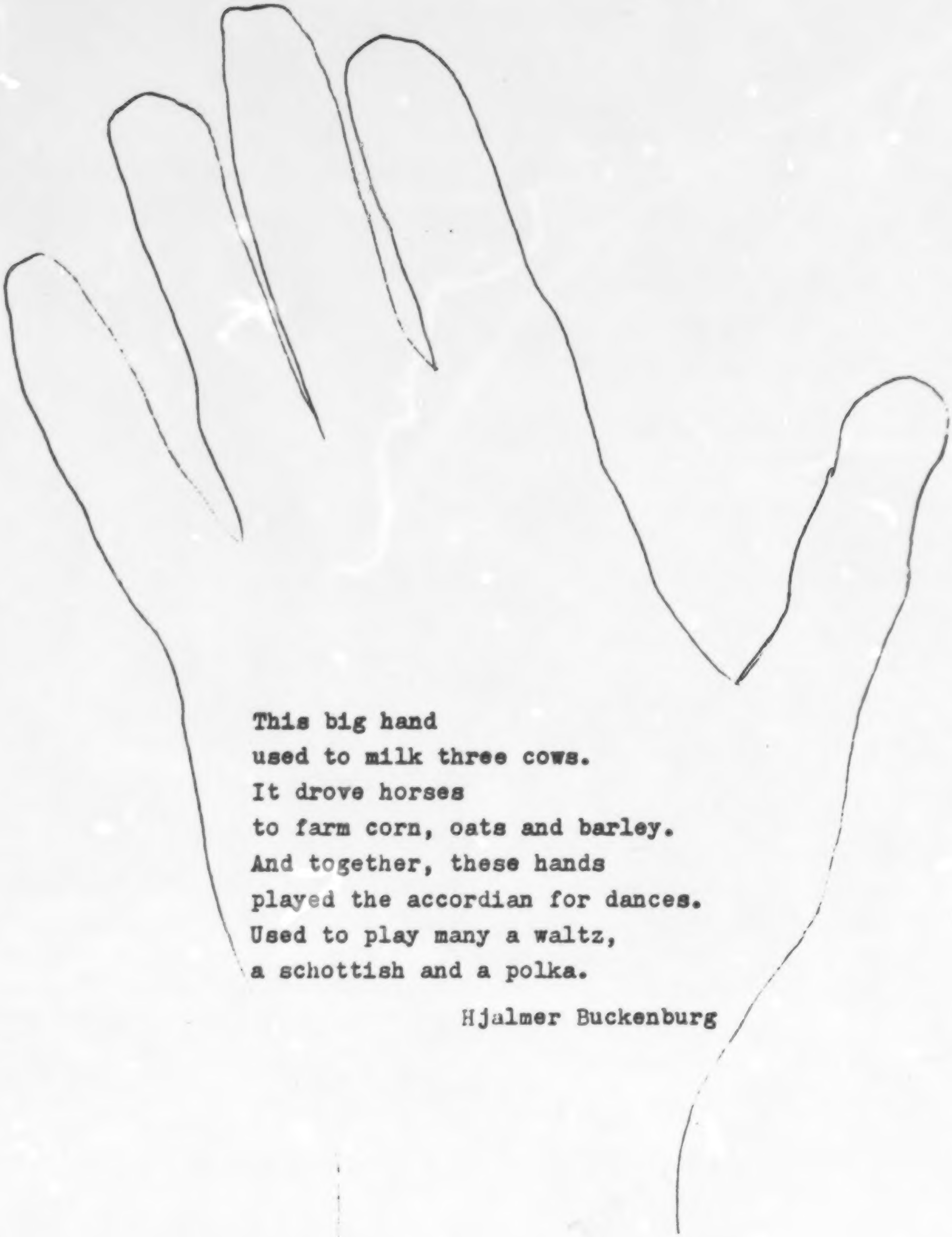
My hands did a lot of housework..
They weeded in the garden
and scrubbed porches.
I enjoyed it though.
They cooked and baked.
I liked the baking best
because I like sweets!
My hands held lots of books.
I read and read.
These hands petted a lot of cats,
touching their soft fur and little warm bodies.
I loved my animals.
They've typed many a letter
and addressed Christmas cards.
And they helped me keep
a daily journal.

Virginia Bouvinet
444

These hands have long fingernails.
I've always liked them long.
For 35 years
these hands made people beautiful.
I was a beautician.
They gave manicures
for 50 cents
and permanents for a dollar and a half.

Bessie Radtke





This big hand
used to milk three cows.
It drove horses
to farm corn, oats and barley.
And together, these hands
played the accordian for dances.
Used to play many a waltz,
a schottish and a polka.

Hjalmer Buckenburg

APPENDIX GG

Feedback from Workshop

INSURING QUALITY EDUCATION IN NURSING HOMES WORKSHOP

Immediate Feedback

Please respond to the following questions and return this form to the Registration Table before you leave the workshop. Seek out a member of the "310" staff to assist you if desired. Thank you.

1. How long were you here?__________________ 2. How many separate workshop sessions did you attend?______ Please list:______________

____

____

3. Underline the two sessions listed above which were the most useful to you.

4. Regarding the workshop as a whole, indicate your opinion of:
   - a. the ORGANIZATIONAL FORMAT: very high ├─┼─┼─┼─┼─┼─┼─┤ very low
   - b. the METHOD OF PRESENTATION: very high ├─┼─┼─┼─┼─┼─┼─┤ very low
   - c. the DIALOGUE: very high ├─┼─┼─┼─┼─┼─┼─┤ very low
   - d. the USEFULNESS OF CONTENT: very high ├─┼─┼─┼─┼─┼─┼─┤ very low

5. Did you view any VIDEO TAPE?____ 6. How much?________________

7. Indicate your opinion of the VIDEO TAPE you viewed:
very high ├─┼─┼─┼─┼─┼─┼─┤ very low

8. Did you visit a classroom(s)?____ 9. Which one(s)?____________

____

10. Indicate your opinion of the SITE VISIT you made:
very high ├─┼─┼─┼─┼─┼─┼─┤ very low

11. What areas of concern were not addressed adequately? Please list:

12. What suggestions can you make to improve our next workshop?

13. Additional comments:

THANK YOU

INSURING QUALITY EDUCATION IN NURSING HOMES WORKSHOP

Three Week Feedback

Please respond to the following and return this form to : Insuring Quality Education, Senior Adult Education, 502 W. Elm Ave., Monroe, MI 48161, by May 1, 1981. Thank you.

1. List three aspects of the April 7&8 Workshop that stand out in your mind:
   a. ______________________________
   b. ______________________________
   c. ______________________________

2. List three ways you have used some aspect(s) of the workshop in your work:
   a. ______________________________
   b. ______________________________
   c. ______________________________

3. Regarding the TRAINING MANUAL, indicate your opinion of:
   a. the USEFULNESS: very high ├──┼──┼──┼──┼──┼──┼──┤ very low
   b. the DESIGN: very high ├──┼──┼──┼──┼──┼──┼──┤ very low
   c. the CONTENT: very high ├──┼──┼──┼──┼──┼──┼──┤ very low

4. List areas of concern which are not addressed adequately in the TRAINING MANUAL: ______________________________
____
____

5. Indicate information which you find to be inaccurate as it is presented in the TRAINING MANUAL: ______________________________
____
____

6. List issues which have arisen since the April 7&8 Workshop of concern to the participants: ______________________________
____
____
____

7. Additional comments: ______________________________
____
____
____

THANK YOU

INSURING QUALITY EDUCATION WORKSHOP

Immediate Feedback forms

TOTAL = 44
2 Days = 22
1 Day = 22

MOST USEFUL SESSIONS

Screening	3
Effective Methods	3
Social Sciences	6
Life-Stage Related Curriculum	2
Humanities	7
Math & Science	4
Creating Environment	2
Health & Physical Education	1
In-Servicing	4
Arts & Crafts	4
Educational Gerontology	5
Music / Exercise	2

4. a. Organizational format (VERY HIGH) (VERY LOW)

	1	2	3	4	5	6	7	8
a. Organizational format	17	11	13	3				
b. Method of Presentation	10	17	12	4				
c. Dialogue	11	16	13	4				
d. Usefulness of Content	13	13	12	4	1			

5. VIDEO

VIEWED = 30

(VERY HIGH) (VERY LOW)

1	2	3	4	5	6	7	8
1	2	7	11	3	2	1	

8. CLASS VISITS

VISITORS = 20

1	2	3	4	5	6	7	8
2	6	4	1				

11. AREAS NOT ADDRESSED ADEQUATELY:

- Methods of Evaluation (2)
- Documenting former student recorders w/o transcript
- Funding (4)
- Recruitment of teachers
- Recruitment of students (especially those who do not come to centers)
- Counseling students
- Curriculum Planning (2)
- Presentations by non-educators (activity directors, etc.,)
- ABE (2)
- More Dialogue
- Teacher (part-time) frustration
- Transportation to class
- Adapting existing materials for older adults
- Learning Problems
- How to begin

12. SUGGESTIONS FOR NEXT WORKSHOP

- More concentration on adapting classes materials to severly handicapped
- Include other districts in presentations
- Workshop sessions should be longer
- Sample curriculums (3)
- More handouts
- More time (for sharing) (4)
- Meet 2 or 3 times/year
- Map of area / better directions
- More specifics / less theory
- Follow-up through out the year
- Offer sessions more than once
- Reprints of specific articles
- Provide staff person w/video tape
- Evening showing of tapes
- More time between sessions
- Fewer sessions scheduled simultaneously
- Re-structure Wine & Cheese
- Swap Shop

13. ADDITIONAL COMMENTS

- Excellent sharing
- Wish I had arranged to stay over
- Glad to see this area (of Ed.) being covered
- Excellent Manual
- Superior Presentations
- Looking forward eagerly to next year's workshop
- We feel the loss of 2 days of spring vacation was well worth it
- People presenting sessions were knowledgeable & willing to answer questions
- I've been presented with so much helpful information and I'm going home enthused and elevated
- Too much given out in too short a time to comprehend
- Great to have students at the workshop
- Reference Room was very helpful Most informative. Glad to know others are working as hard and toward the same goal as I've been doing.
- Thank you for inviting me
- Mailing a follow-up report is a great idea

APPENDIX HH

Notes on Credit Determination

PROJECT DIRECTOR'S JOURNAL ENTRY

OCTOBER 1, 1980

Procedure 1.8

By the fourth Friday count, "we were not ready to perform this task (credit determination). After having met four times with our students we were unable to assess each individual's "potential ability".

Our needs are basic because we learned that we are not professional older adult teachers. In fact, there are no professional older adult teachers. We learned that we were trained to be professional adolescent high school teachers and that we had no standards - no professional standards - by which to now determine which of these institutionalized older adults were capable of performing at a comparable level to a 15 year old high school student.

There are too many variables involved to allow for a professional assessment to occur in four class meetings when the student is non-traditional and the teacher is non - professional. In addition, no appropriate standards exist by which to judge a 65 year old nursing home resident's potential ability to perform with quality in an educational program based on a model which is designed to assure passage from childhood to adulthood.

The screening procedure is ineffective because we - the best of the ill prepared - do not have a clear idea of what we are attempting.

Who are we screening from what and why? The state constitution guarantees an education to anyone over 16 without a secondary education diploma. If the student is guaranteed an education, then we as the educators should design the delivery according to the needs of our particular students. If we don't even know what a high school for institutionalized older adults should look like, how are we to determine the reasons why an individual could not succeed in this unknown environment? And furthermore, even if we knew the answers to the above questions we could not answer them in a four week period.

This is not to say that the determinations as reported on the Form 1's are without value. It is to say that if the determinations do prove to be of value, that the insight resulted from intuition and experience more than the application of professional standards.

OBSERVATIONS OF INSERVICE

FROM 310 STAFF MEMBER

During the in-service of October 1, 1980, I sat in on one of the Credit Evaluations and made the following observations. I had not been to these evaluations before, therefore my observations may be pointing out issues that may have been previously discussed.

PROCEDURE

1. Need a more formal atmosphere at the meeting.

2. Need orientation for new teachers. I noticed that some of the new teachers were not contributing. Could it be because they were not sure of what was happening?

3. Establish concrete standards/guidelines for giving or withholding high school credit.

4. Form could be set up with criteria for giving NC or C. Reasons may include:

    1. Physical handicap
    2. Temporary illness
    3. Medication
    4. Ability to receive credit in one class and not in another - type of class - lecture vs. hands on-time of class-morning vs. afternoon vs. evening.
    5. Because this was done very informally, there seemed to be two groups identified in the homes;
        1. those who do everything
        2. those who do nothing

Maybe this could be looked into - seemed as though too many decisions were made without concrete reasons.

6. The teachers in some cases had a problem identifying the students. Maybe the lists can be broken down into wings or floors.

7. Clarify our terms, especially "disorientated" as opposed to "confused".

APPENDIX II

Examples of Self-Assessments Forms

SEMANTIC DIFFERENTIAL FORM A: Dr. Steve Jurs of the University of Toledo, School of Education suggested that we might try using a semantic differential in our evaluation process. The list of six continuums is designed to address six essentials of education as summarized by:

1. H.Y.McClusky's Theory of Margin,
2. A.Maslow's Self Actualization,
3. E.Erikson's Ego-Integrity,
4. P.Freire's Critical Consciousness,
5. R.Havighurst's Socialization,
6. C.Rogers' Self-Growth.

The student completes a form for each class they finish and a teacher also comletes a form for each student, recording, in their opinion, what the student's feelings were toward the class. We then can correlate the two scores to determine, for one thing, whether the perception of the teacher is accurate.

Student's Name:________________________ Class:______________ Date:__________

Place a mark on the line that best desribes your reaction to this class.

I have found this class to be:

1. EMPOWERING ___:___:___:___:___:___:___DRAINING
2. FULFILLING ___:___:___:___:___:___:___DISAPPOINTING
3. UNDERSTANDABLE___:___:___:___:___:___:___CONFUSING
4. USEFUL ___:___:___:___:___:___:___USELESS
5. FRIENDLY ___:___:___:___:___:___:___LONELY
6. NEW ___:___:___:___:___:___:___OLD

Teacher's Name:____________________ Student's Name:__________________________
Class:____________________ DATE:__________

Place a mark on the line that best describes, in your professional opinion, your student's reaction to this class:

1. EMPOWERING ___:___:___:___:___:___:___DRAINING
2. FULFILLING ___:___:___:___:___:___:___DISAPPOINTING
3. UNDERSTANDABLE___:___:___:___:___:___:___CONFUSING
4. USEFUL ___:___:___:___:___:___:___USELESS
5. FRIENDLY ___:___:___:___:___:___:___LONELY
6. NEW ___:___:___:___:___:___:___OLD

NOTES:

SELF EVALUATION

NAME:________________________________CLASS:____________________________

BELOW YOU WILL FIND 11 QUESTIONS WHICH ASK YOU TO INDICATE WHAT THIS COURSE HAS MEANT TO YOU. YOU ARE ASKED TO PLACE AN X SOMEWHERE BETWEEN TWO OPPOSITE WORDS; FOR EXAMPLE,

"THIS CLASS HAS BEEN: EXCITING__:__:__:__:__:__:__BORING" IF THE CLASS HAS BEEN VERY EXCITING YOU WOULD PLACE AN X ON THE LINE NEAREST TO THE WORD "EXCITING", IF THE CLASS WAS VERY BORING THEN YOU WOULD PLACE AN X ON THE LINE NEAREST THE WORD "BORING" AND; IF THE CLASS WAS EXCITING HALF OF THE TIME AND BORING THE OTHER HALF OF THE TIME YOU WOULD PLACE AN X ON THE LINE HALF WAY BETWEEN "EXCITING" AND "BORING"; OR PLACE AN X ON ANY OTHER LINE THAT BEST INDICATES YOUR FEELING ABOUT WHAT THIS CLASS HAS MEANT TO YOU.

I FOUND THIS CLASS TO BE:

NEW__:__:__:__:__:__:__OLD

GOOD__:__:__:__:__:__:__BAD

DRAINING__:__:__:__:__:__:__INVIGORATING

UNDERSTANDABLE__:__:__:__:__:__:__CONFUSING

CHEERFUL__:__:__:__:__:__:__DEPRESSING

POOR__:__:__:__:__:__:__RICH

EASY__:__:__:__:__:__:__HARD

EXCITING__:__:__:__:__:__:__BORING

FRIENDLY__:__:__:__:__:__:__SNOBBISH

USEFUL__:__:__:__:__:__:__USELESS

FULFILLING__:__:__:__:__:__:__DISAPPOINTING